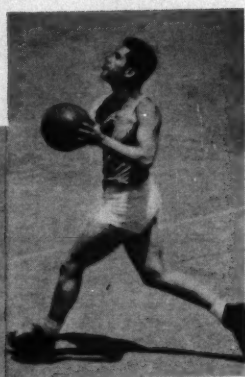
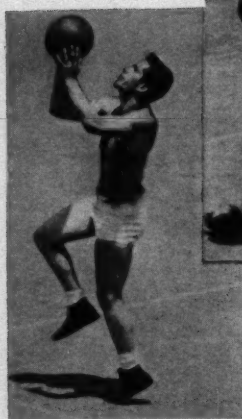


SCHOL

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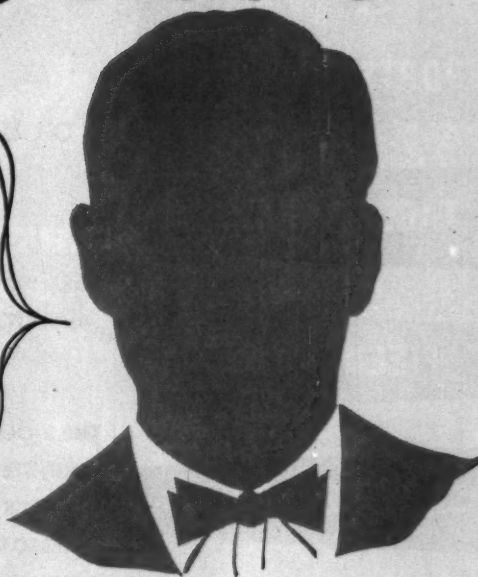
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SCHOLASTIC COACH

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VOLUME 24 • NUMBER 3 • NOVEMBER

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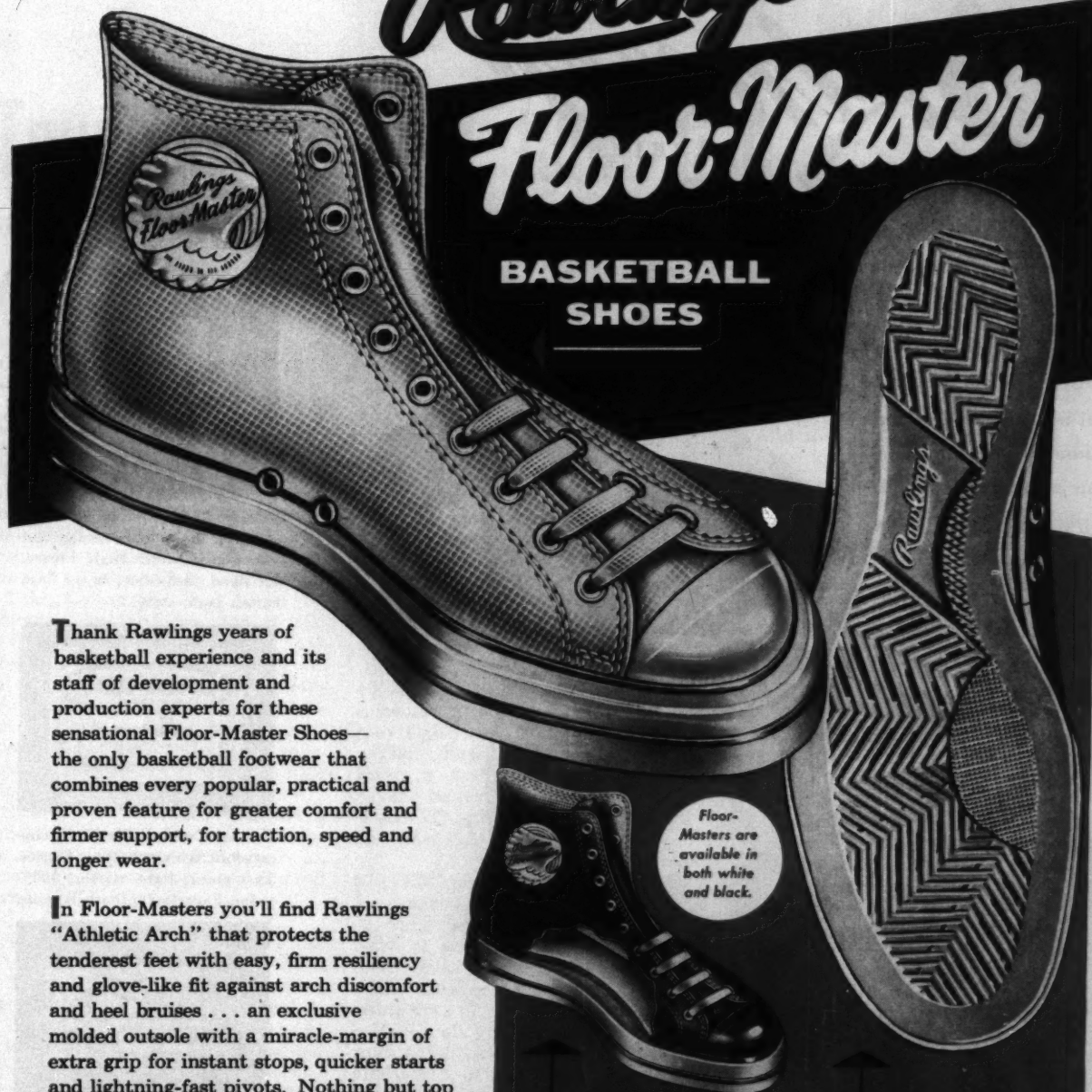
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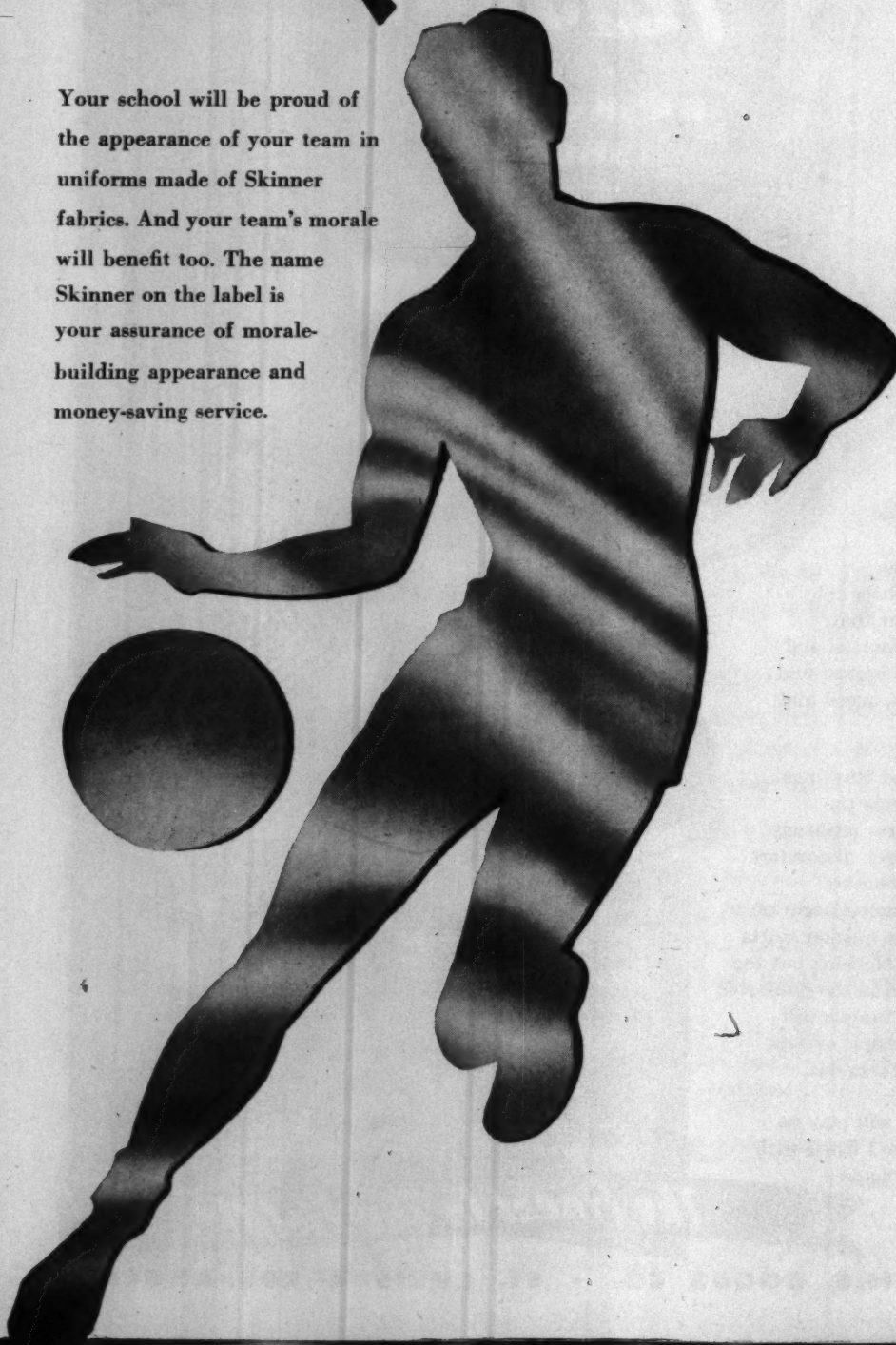
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Here
Below

Touchdowns and tuna fish

WHAT happened to all those crotchety old blues who used to crawl out of their dream world every fall and holler that the modern football player was a fragile, coddled panty-waist?

The extinction of two-platoon football has stilled their puling. No longer can they claim that the modern player is strictly a 30-minute man who would fall on his face if he had to go two ways. The fact is that he's now doing it with the greatest of ease—and could have done it all along if he had had to.

Take Columbia's Dick Carr, for example. In 1952, he was strictly an offensive quarterback. In 1953, when the free substitution rule went out the window, he had to become a two-way player. Did the sudden-conversion to double duty kill him? Hardly. He played exactly 540 minutes of football—or every single minute of Columbia's nine games!

Now that iron-man stunts are a dime a Carr-load, our poor old timers haven't anything to moan about. And they won't be missed around here.

THE blue-noses who lurk in the tall grass panting for the sight of blood so that they can holler football is hell, can be counted on to bury their heads whenever an incident occurs that points up the possibility that football players—even under duress—can be pretty nice people. Whereas the evil that football players do live long after them, the good is oft interred with their broken bones.

That's why we'd like to posterize an incident that occurred in the Oklahoma-TCU game last month. As you probably know, TCU missed pulling the upset of the year by a scant five points. What you may not know is that they might have had another touchdown if they hadn't been such a sporting bunch of kids.

Toward the end of the first half, Ronald Clinkscales threw a long pass

into the end zone to Ken Wineburg. Ken apparently caught the ball and fell with two Sooners on top of him. The nearby field judge immediately signaled touchdown, but the head linesman across the field charged over signaling incomplete pass.

Captain Crouch demanded to know why the head linesman was overruling the field judge. The linesman replied that he had seen the ball pop out of Wineburg's hands and hit the ground. A rhubarb was in the making—until half-back Jimmy Swink and several other TCU players who had been in the area informed Crouch that they had also seen the ball bounce free.

Captain Crouch didn't hesitate an instant. He turned to the head linesman and said, "You called the play right, sir."

That decision cost the Horned Frogs a great victory—but you'd never believe it down in Fort Worth. They're very proud over the way their kids play the game.

LISTEN closely, all you mothers of America: Tired of lying around on Saturdays, polishing the woodwork or scrubbing down the bathroom? How would you like to go to a big college football game—absolutely free of charge!

Here's all you have to do: Go to your neighborhood grocer and buy \$10 worth of tuna fish, jello, oatmeal, lima beans, and all the other goodies you need. And your grocer will give you—free—a ticket to the big game on Saturday!

No, friends, we haven't been hit on the head lately. We're perfectly rational. That weird spiel is strictly on the up and up. It happens every fall in Philadelphia. Little Villanova College is engaged in a revolutionary method of selling football packages with farina, canned salmon, and herring.

The strange amalgam of touchdowns and tuna works in a simple but highly spectacular way. Villanova

sells a block of 90,000 tickets to a local supermarket. The store pays something like 27¢ per ticket and gives one away free with every \$10 purchase. If maw wants to take paw to the game, she just buys \$20 worth of stuff—and gets two tickets.

And that ain't all. By clipping a coupon in the official program, she can get a five pound bag of sugar for nothing!

Does this bizarre scheme work? And how! Last year it was tried just once, for the Georgia-Villanova game—and it drew about 95,000. This fall it was tried twice, for the Mississippi-Villanova and Houston-Villanova games. Both contests drew 95,000 spectators, who cheered gustily while exchanging the latest quotations on cabbages and pickles.

What with an additional revenue of \$5,000 from programs, Villanova picked up a profit of something like \$30,000 per game—practically all of it representing "found" money.

Everybody—colleges and pros—is watching this development with the keenest interest. Who knows, perhaps another decade will find our major sports teams working for supermarkets, laundries, and beauty parlors, with TV tie-ups.

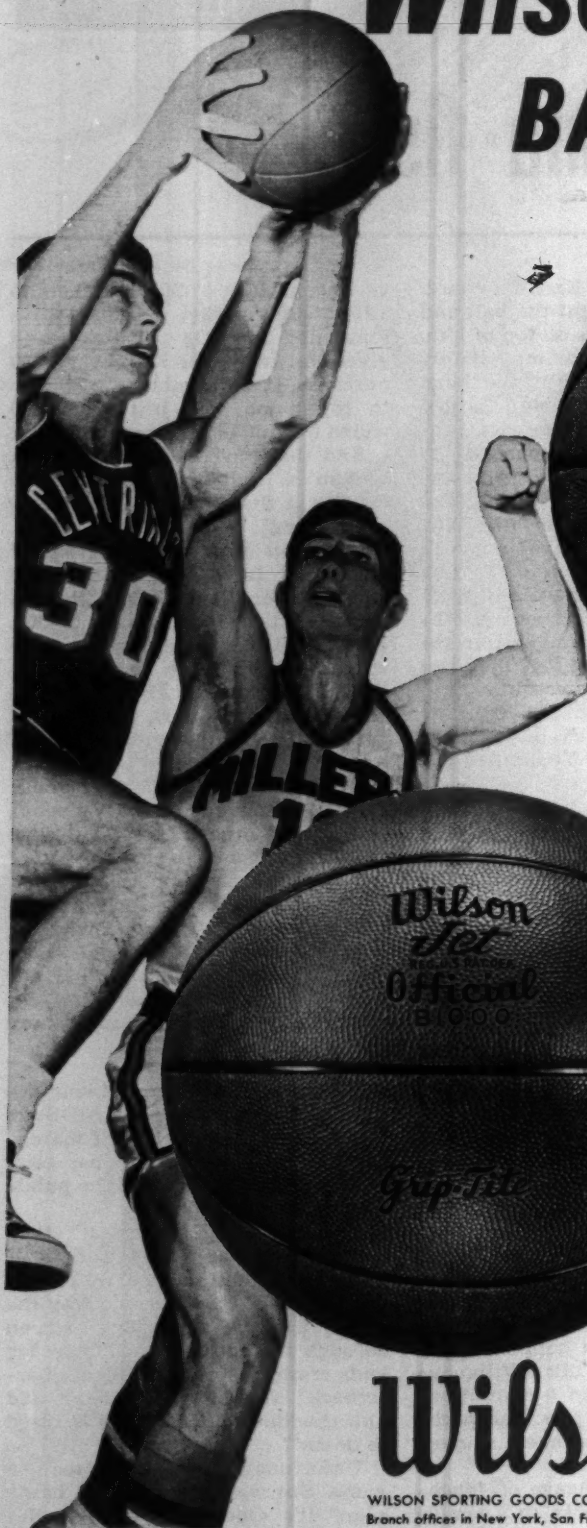
EVER since the Detroit Lions demolished the College All-Stars last August, the anti-Split T marching and chowder society has been thumping its drums in all the public football squares.

"What did we tell you!" they boom. "You can't play a Split T against a strong, smart club. They'll murder it. Did you see the way the Lions poured their big linemen through the gaps and had their big ends crashing into the sliding quarterback? It was m-u-r-d-e-r and you shudda seen that Split T bleed to death!"

Unfortunately we didn't see the game. But we recognize that battle plan. It's Operation Murder, de-
(Concluded on page 62)

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GIVE AND GO!

IT WAS the East-West All-Star game at Madison Square Garden, 1954. Frank Ramsey, Kentucky All-American playing for the East, was dribbling up court. As he crossed the mid-court stripe, he snapped a pass to his teammate, Cliff Hagen, playing the forward position to the right of the foul circle. Ramsey then took one step toward Hagen and cut sharply down the center of the court.

Hagen executed a half-pivot toward the basket, enabling him to follow Ramsey's flight, then lofted a soft two-hand lead pass toward the basket. Ramsey, getting a step on his guard (whose back was now toward the ball), gathered in the "apple" and went high in the air for a neat lay-up. Two points!

Here was "give and go" basketball at its thrilling perfection. Though one of the oldest techniques in the book, "give and go" still affords a simple but powerful weapon that can be incorporated into any offensive pattern.

Many writers and coaches think of it as an offense in itself, identifying it as "Eastern basketball." This is a misconception. "Give and go" is *part* of the spontaneous offense popular in the East. But it *isn't* the entire works. The spontaneous Eastern style of ball is far more inclusive, possessing many play situations, options, etc.

Demonstrated by Fordham Univ. Basketball Team (pp. 8 to 11)

"Give and go" actually is a *single play situation* developed spontaneously to exploit a defensive weakness. As a single play situation, it may be incorporated into any offensive pattern—set or spontaneous.

In the aforementioned instance, Ramsey and Hagen resorted to it by habit, since it actually is part of the Kentucky set offense. In the Wildcat offense, the give and go appears as an offshoot of the powerful guard-around play, where the outside guard feeds the inside forward and cuts around him. After a while, the opponent guarding the outside man will have a tendency to overshift toward the normal cutting direction of the outside man.

It was this tendency that Ramsey exploited in the East-West game. Instead of continuing around the forward, Ramsey changed direction and went down the middle for an easy lay-up (*Diag. 1*, next page).

"Give and go," as its title implies, refers to any play situation where one offensive player passes to a teammate, fakes his opponent, and breaks directly toward the basket

for a return pass and lay-up. The old-time Eastern-style coach spent many an afternoon exhorting his charges to "Pass and cut! Pass and cut!"

Diag. 2 offers a typical "give and go" play situation—the over-the-shoulder (or back bounce) pass and cut.

The play starts with 1 in possession, facing his opponent and the basket. Teammate 2 maneuvers toward the basket, then quickly drops behind 1. This forces X-2 to line up behind X-1.

No. 1 now executes a quarter-turn in the direction of the oncoming teammate (2)—thereby keeping both his man (X-1) and his teammate (2) in sight and at the same time protecting the ball with his body from any sudden lunge by X-1.

No. 1 then passes the ball over his shoulder to 2, using a soft underhanded flip. If the teammate's approach is from the right side, as shown, 1 flips the ball with his right hand over the right shoulder. If 2's approach is from the left side, 1 feeds him with the left hand over the left shoulder.

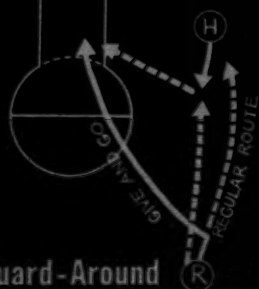
Should 1 elect to use a back-bounce pass, he should dip his knees slightly as he passes—right hand to a right-side approach, left hand to a left-side approach.

The bounce pass is a mite more dangerous than the over-the-shoulder.

By BOBBY SAND

Scout, Rochester Royals (NBA)

Diag. 1



Variation Guard-Around



der pass. Should 1 bounce the ball too hard, 2 might lose precious seconds waiting for the ball to come down. If the bounce pass is too soft, the ball may be booted or fumbled by 2, since he's in motion while reaching for the ball. However, the bounce pass can be perfected with adequate practice.

With completion of the pass to 2, 1 may now try to run his man (X-1) into X-2. By taking a step or two to the left and then cutting to the right (if X-2's approach has been from the right) or stepping right and cutting left (if X-2's approach has been from the left), 1 may be able to jockey X-1 into X-2.

Upon clearing the entangled defensive opponents, 1 should raise his right hand (on cuts from right to left) and look for a soft two-handed lob lead pass from 2. If this pass isn't forthcoming, 1 should clear out of the middle and move to one of the corners.

The over-the-shoulder pass and cut "give and go" is employed most advantageously from the sides of the court. This prevents defensive men in the corners from diagnosing the maneuver and intercepting the soft lead pass from 2.

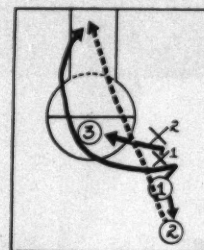
The offensive team should also make certain to keep the center of the floor clear for such tactics. Otherwise the pivot man or some other offensive teammate may unwittingly move across the path of the cutter and set up a possible interception by his defensive man.

Diag. 3 presents another type of "give and go" incorporating the use of a post man. The latter comes in very handy whenever the offense runs into a well-trained defense which slides and switches to prevent entrapments. In fact, the use of a post may become essential whenever the defense is frustrating the pivot man in his usual scoring area from the keyhole down to the basket.

The pivot man, 3, may be moved into a high post position somewhere between the foul line and the top of the circle to carry out two major functions: (1) to screen for teammates attempting to shake loose from tightly-guarding opponents, and (2) to serve as a feeder on "give and go" plays via direct passes from teammates.

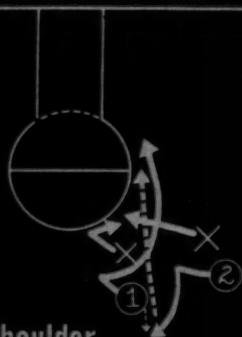
Diag. 3

Over the Shoulder and Around the Pivot-Post

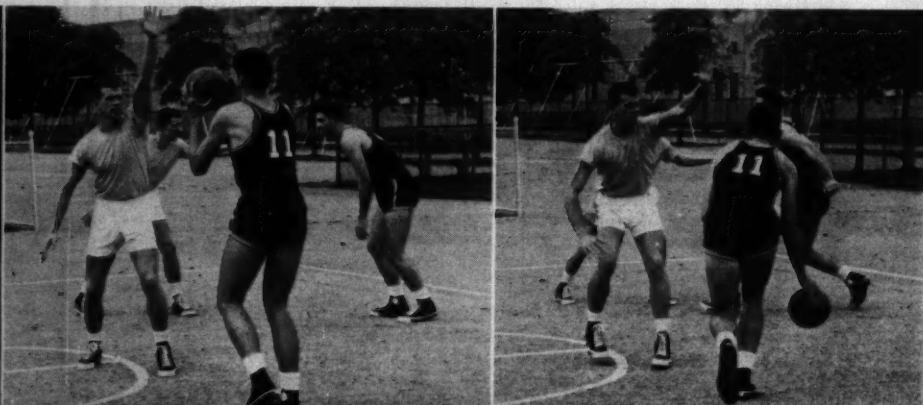


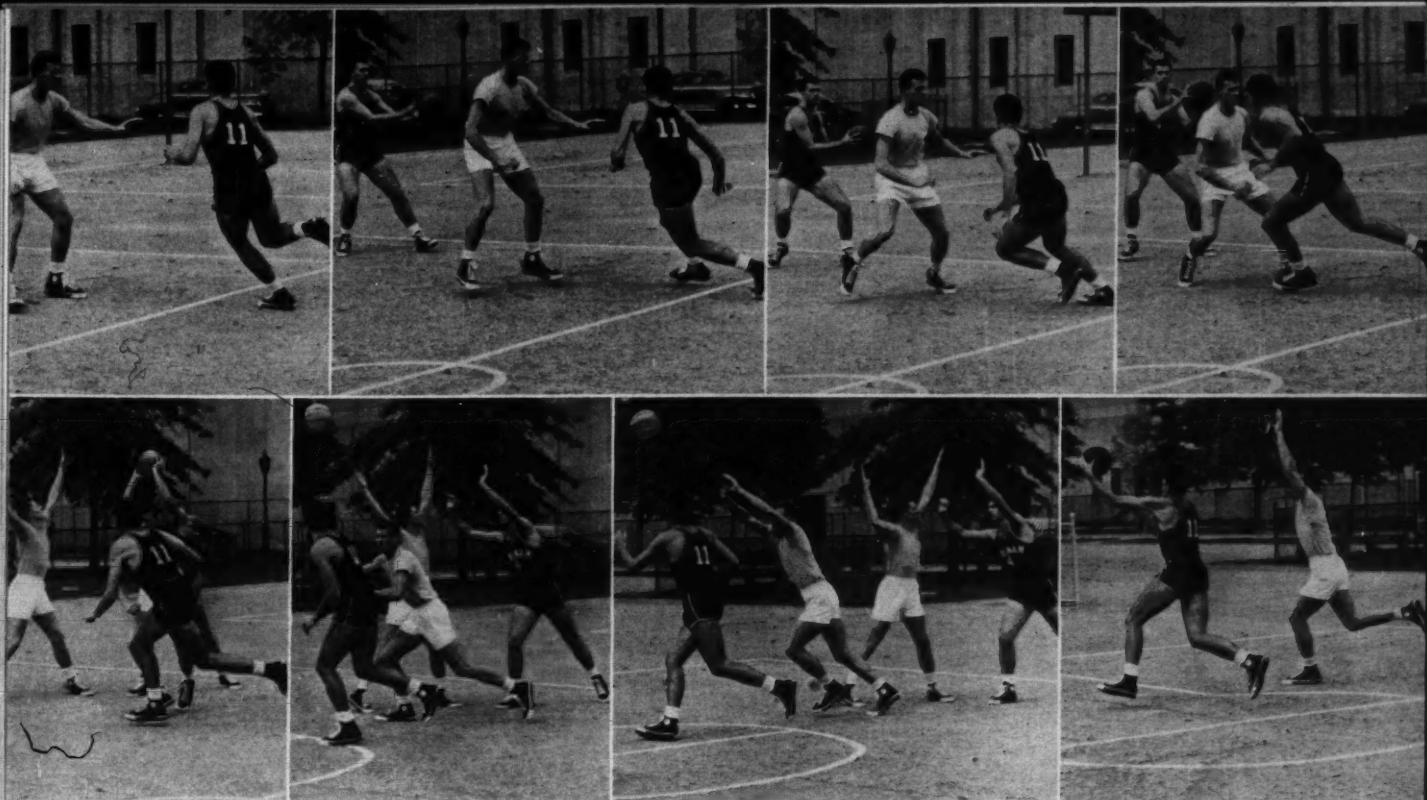
In Diag. 3, 1 gives the ball over his shoulder to 2 and then tries to run his man into the post. The latter assumes a position at least three feet

Diag. 2



Over-the-Shoulder





from X-1, with his back to the basket. He faces the play, braced for the anticipated contact with X-1. He must be careful not to move, lean, or otherwise illegally impede X-1's progress.

Once 1 has cleared 3, 2 may feed him a high lead pass underneath the basket. Should X-3 switch to 1, or fall off 3 deep enough to intercept the lead pass, 2, the next time, may resort to the option shown in **Diag. 4.**

He now fakes the pass to 1 and feeds directly to 3. No. 2 then cuts around the post, who is alert for the pass once 1 has cleared around him. No. 3 then return-feeds the cutter.

If there's no contact between X-2 and 3, the latter should spin around and go in to follow up the lay-up or to receive a pass from 2 in the event X-3 has switched to 2 and prevented a shooting attempt by him.

Diag. 5 (next page) outlines another development of the "give and go" consisting of a pass to a forward at the side followed by a cut. This interesting variation of the Ramsey-Hagen maneuver was developed very effectively by Sol Kopitko, lanky captain of City College in the middle '30s.

Kopitko, 6-5 and very fast, was usually matched against taller and much slower opponents. To exploit his speed, he developed the tactic shown in **Diag. 5.** As he dribbled past the center line and the opposing center closed in, Kopitko would tap the ball off his dribble to a teammate at the side. Then he would fake his opponent with a deep lunge—which was practically a forward knee bend—in the direction of his teammate and then sharply change direction down the center of the court.

Thus, the dribble-tap-go or the

pass and cut may be employed interchangeably and most effectively against overshifting or ball-hawking opponents.

SUMMING UP

"Give and go" is an essential complement to the spontaneous style of Eastern basketball. It assures the coach that his boys will always follow a pass with a direct thrust at the basket. If the defense is too relaxed or reveals a weakness in overshifting or ball-hawking, it becomes vulnerable to the cutter's swift move into the scoring area.

"Give and go" techniques also necessitate continuous movement, and movement is the vital bloodline of the spontaneous style of play. A passer becomes a cutter as soon as he releases the ball. And if the cutter fails to receive a return pass on his thrust through the middle, he
(Concluded on page 43)



①



Diag. 4

Into the Post



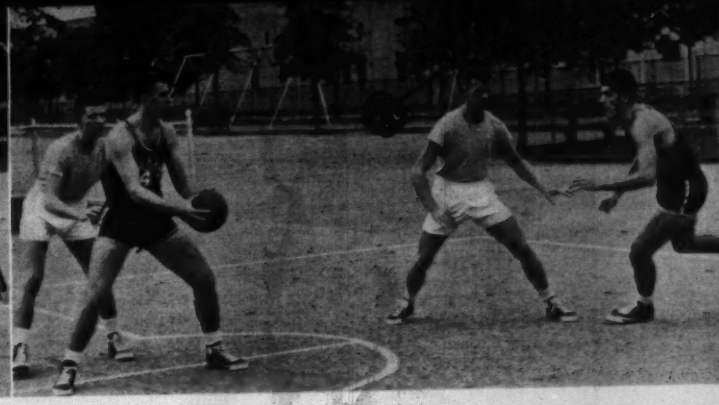
Fordham's All-American Ed Conlin (No. 11) and Danny Lyons (No. 4)



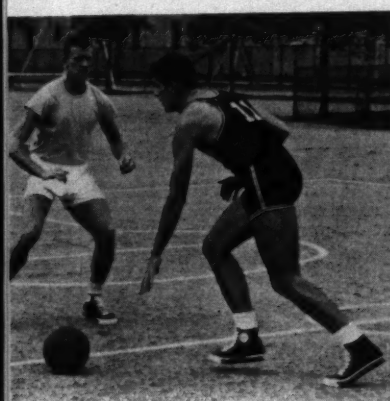
Diag. 5

Push Off
Dribble

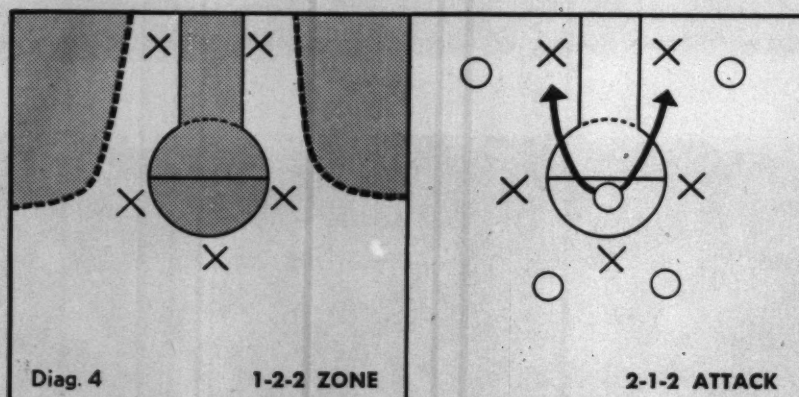
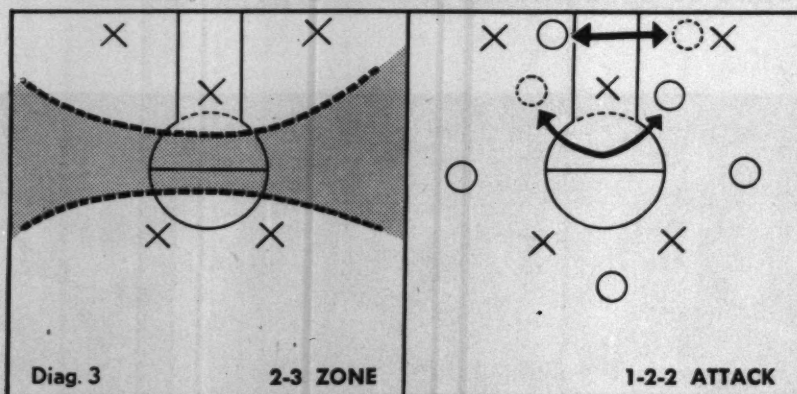
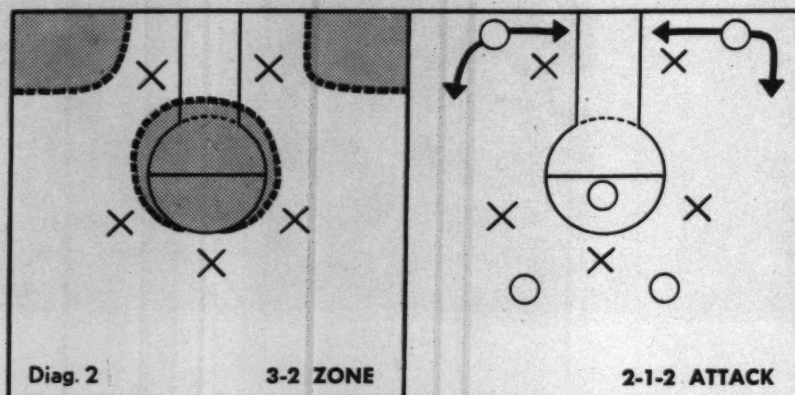
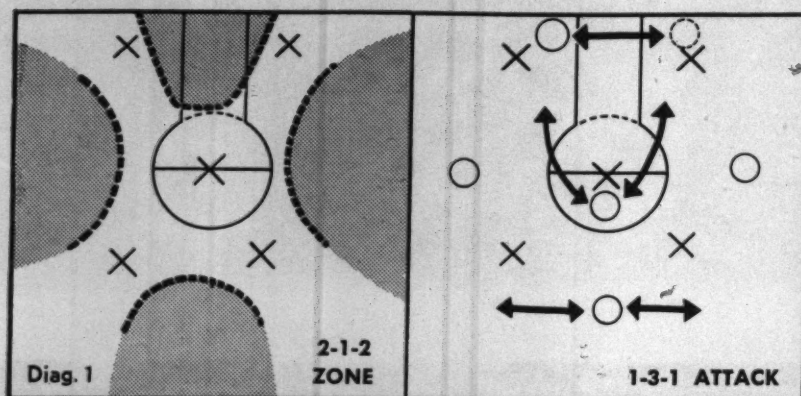




demonstrate some of the niceties of spontaneous give-and-go basketball



Attacking



UNLESS the rules committee steps in—and this seems unlikely—the zone defense is here to stay. Few coaches will cheer this prospect. While nearly all of them use it, they hate to face it. The zone is a wicked thing to beat, and has ruined many a beautiful offense.

Though the controversy over its use has diminished in recent years, its being employed more than ever before. This is particularly true on the high school level. Relatively few schoolboy teams do not include some sort of zone in their defensive repertoire, and there are leagues which employ the zone exclusively.

Colleges use it more sparingly, usually reserving it as a surprise weapon. The LaSalle national champions offer an outstanding example. Strategic use of this defensive weapon, especially the 1-3-1, brought the Explorers through many a tight game.

Even in the pro ranks, where the zone is outlawed, teams occasionally employ a switching man-to-man which, coupled with sloughing techniques, closely resembles the zone in appearance and embodies many zone principles.

With such increased emphasis on the zone, it becomes imperative to prepare against it. Too many coaches minimize its importance and consequently their attack isn't as efficient as it should be. Intelligent planning and constant practice are essential.

Most coaches will vary their attack according to the type of zone encountered. This is a logical approach, since the various zones possess different points of vulnerability. However, this necessitates the mastery of several attacking patterns—which entails a great deal of practice time.

Other coaches feel that the time can be more profitably utilized by concentrating on a single zone offense that can be utilized against all zones. They argue that it's far better for a team to do one thing well than to do a multitude of things just passably.

In short, they contend that the efficiency derived from the perfect

the Various Zones

By JACK RAMSAY

Mt. Pleasant H. S., Wilmington, Del.

execution of the one offense more than compensates for the extra difficulty that's encountered by not attacking the zone at its most vulnerable points.

Without taking sides in the issue, I'd like to present both forms of attack and let coaches adopt whichever seems best suited for them. It will be assumed that the defense encountered is a straight zone, and that whenever it moves into a man-to-man the offense will be able to recognize the fact and counter with a man-to-man attack.

Perhaps the easiest method of determining the validity of a zone is to have the man bringing the ball upcourt pass to another backcourt player, then cut directly down the middle. If the defense makes no attempt to follow him through, you can bet it's playing some form of zone or an extremely loose and ineffective man-to-man. It's essential that this outside man cut through the middle rather than to the side, lest a switching man-to-man be mistaken for a zone.

First, let's take up the diversified form of attack in which the offense shifts to hit the defense at its weakest points. **Diags. 1-5** show the most common zones, with the shaded portions representing the areas offering the best shots to the offensive team. The diagram adjacent to each zone set-up illustrates the offensive alignment that best exploits the openings.

The positioning of the attackers in the manner shown forces the defense to come out and cover the openings. And when it does, it exposes other areas which the players can exploit. If the defense doesn't come out to cover the openings, it will give away good shots.

A few comments on each diagram might prove helpful. Against the 2-1-2 illustrated in **Diag. 1**, a 1-3-1 offense is recommended (as shown in the adjacent diagram). This offense fully capitalizes on the opportunity for side shots and at the same time puts other players in position to exploit the openings that will materialize when the defense attempts to cover the side areas. There are usually plenty of good

side shots against the 2-1-2.

Diag. 2 shows the 3-2 defense, and the adjacent diagram illustrates the 2-1-2 offense against it. This is one instance where the most obvious opening—that in the vicinity of the foul line—is not where the scoring is usually done.

In the 2-1-2 offensive pattern, an attacker is positioned on or around the foul line. Because of the zone's obvious vulnerability at this point, one of the back men will usually move up to cover this man. When this occurs, the particular back area is left unprotected, and the offensive corner man will be in position to move in for the good shot.

It might be mentioned at this point that the "good shot" must be taken against a zone or the effectiveness of the attack is greatly diminished.

In the 2-3 zone (**Diag. 3**), the side areas are wide open for the short set shot. The player bringing the ball upcourt can help a great deal in setting up this shot for the side man by working the ball directly up the center as if trying to split the two defensive players. He'll usually draw one defensive player to him; then, by passing to his teammate on the more exposed side, he can give the latter ample time to set.

The 1-2-2 zone (**Diag. 4**) leaves the middle area open, but usually for only fleeting seconds at a time. Again the middle offensive man will

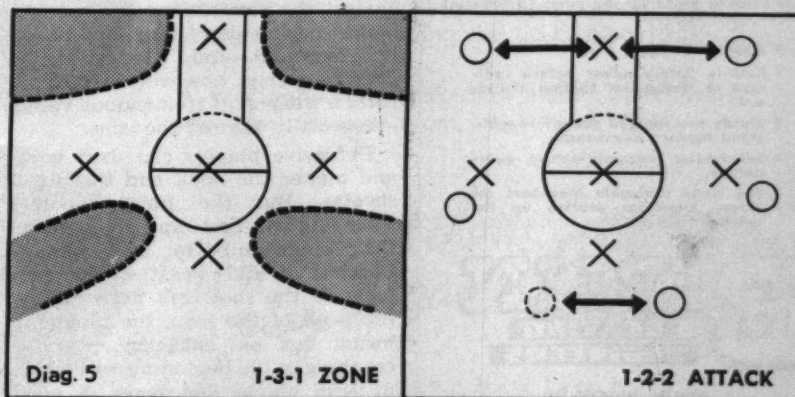
not get too many shots from here, but his presence opens other lanes for good short shots or drive-ins in the one-on-one situation.

The 1-3-1 zone (**Diag. 5**) leaves the shaded areas heavily exposed, but has some good compensating features such as great rebound strength and good fast break position. The 1-2-2 offense reaches the open areas quite well and presents counteracting rebound strength and reasonable defense against the fast break. The best shots afforded by this defense come along the baseline and can be taken from as close as halfway between the sidelines and the basket.

That, in brief, presents what I believe to be the most potent offenses against the most common types of zone defenses. Some coaches prefer to use a moving continuity against the zone, utilizing the positions indicated above.

Since the result is the same, it appears to me to be unnecessary movement on the part of the offense. Also, these are basic formations. Many plays can be set up from them if desired and, as has been indicated, other openings will be created by the defensive team's efforts to cover up the original gaps.

So much for the varied type of attack. Where the coach desires a single pattern of attack, probably the 1-2-2 would be the best of those mentioned. This attack furnishes a



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rather fair degree of balance regardless of the defense, and affords scoring opportunities from the aforementioned one-on-one situation, even against the 1-2-2 defense.

The 1-3-1 offense against zones works out quite well until it encounters the same 1-3-1 defensive pattern. The great congestion that arises through the middle prevents good one-on-one maneuvering.

For this reason, coaches who like to work from one pattern will sometimes use the 1-3-1 against all zones except the 1-3-1 defense, when they'll move into the 1-2-2 pattern. Experience has shown this to be a most satisfactory plan for coaches who like to minimize their number of patterns.

It's wise of course to select an offense that best fits the available personnel. The 1-2-2 lends itself well to the hard-driving team, and can also put a pair of good pivot men to excellent use. The 1-3-1 is made to order for the good side shooters and the tall tip-in man.

Both forms of the zone offense having been presented, let's now turn our attention to the individual player aspect. Readers will note the rather persistent reference to the side shot or the open areas at the foul line and along the baseline as affording good shots. Since these shots must be taken, it becomes imperative that players be able to score from these positions.

Some coaches contend that this is too large an order for the high school player. However, it's been proven that proper coaching and sufficient practice will yield proficiency in this important regard. It's especially vital that the side shot be mastered by at least two players. This shot may take the form of the two-hand set, the one-hand set, the one-hand push, or sometimes the jump shot. But whatever method is used, plenty of position shooting practice must be given to the players selected to fill those spots.

Around the foul line, the best shot against the zone is the jump shot. Some coaches don't like it because it's overused—and they're right. Used properly, however, it constitutes a weapon of tremendous value—especially against the zone.

Defensive players can drift back and hinder the hook and the pivot shooter. But the jump shooter, springing straight up, gives them little opportunity for such tactics. Coaches should insist on perfect form. If the shot isn't delivered at the peak of the leap, the player is losing out on efficiency. Careful coaching in the beginning will benefit both player and team. A good

jump shooter is a tremendous threat.

Another important offensive weapon against the zone, as against any defense, is the tip-in. Use of a rebound ring, which rarely permits the ball to drop through the hoop, helps a great deal in developing timing, fingertip control, and spring.

Another helpful drill is to have players loft the ball against the backboard, leap and tap it against the board, then leap and tap five or six more times before tapping the ball in. Players should be made to drill with one hand for a series, then switch to the other.

Adeptness in these three scoring areas will do much to increase the potency of a team's zone offense.

Once the players are familiarized with the offensive pattern, the next phase involves team drill. This is best started by setting up a half-court offense against a dummy defense—that is, one that is in position but offers no opposition.

This enables the offense to see their openings and gain confidence in shooting. The coach might designate the number of passes before the shot is to be taken. By repeating the drill and varying the number of required passes, ball-handling practice is also provided.

ACTIVATING THE DEFENSE

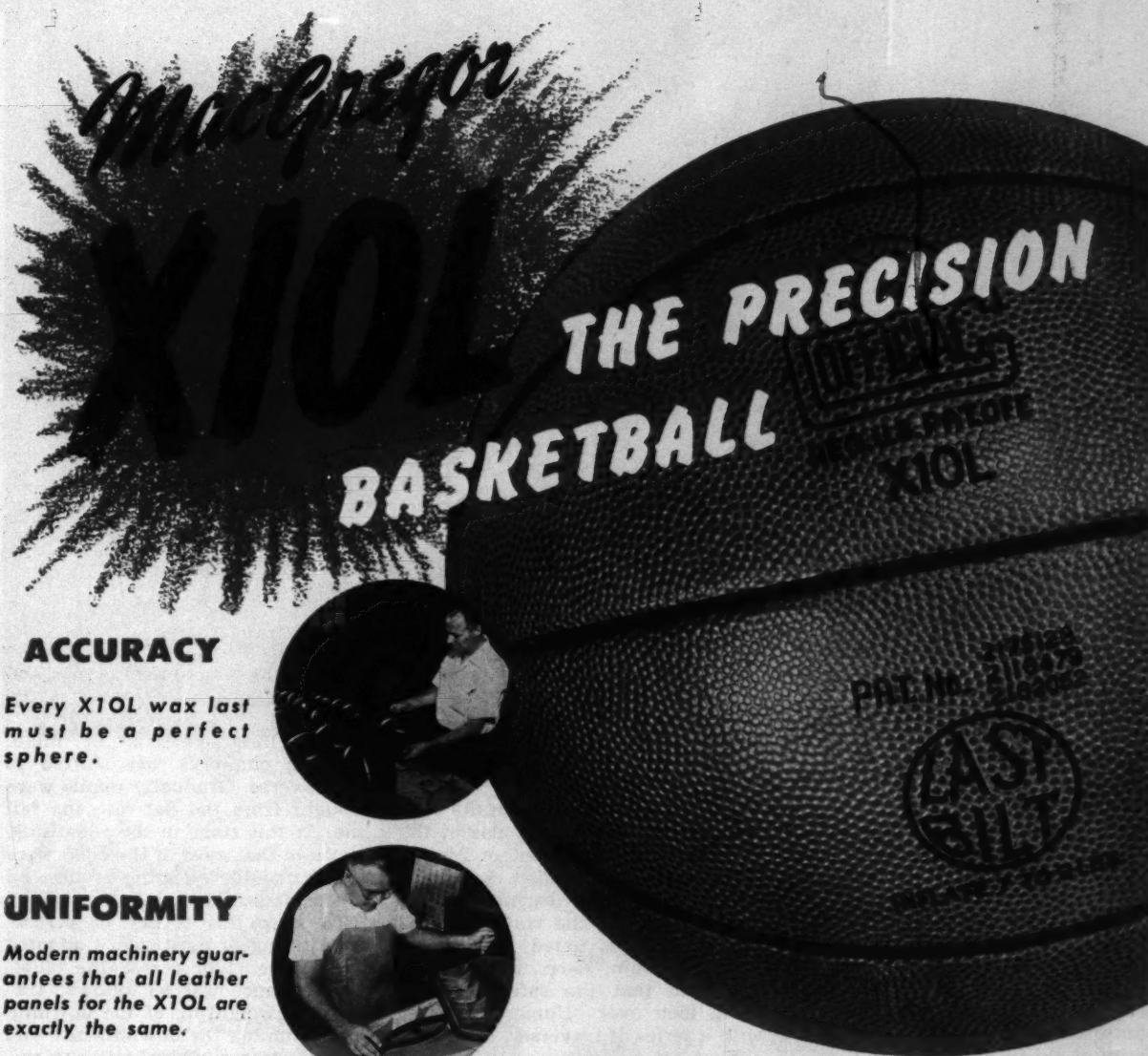
The next step is to activate the defense, but still in a half-court situation. When the defense wrests possession, have them start a quick break to keep the original offensive team alert to their defensive responsibility. Such concentrated work ought to be part of almost every practice day.

During the course of a season, high school teams often encounter courts of varying dimensions. Since court differences often play a decisive role in the outcome of ball games, it's a wise idea to try to practice on a court similar to the one on which you will play.

Obviously, this isn't always possible. The next best thing is to reconstruct the available practice area to get the desired similarity. Since this article is concerned with zone offense, and the most difficult zones to penetrate are those played on small courts, I'd like to suggest a few reconstruction methods with the small court in mind.

Courts can be narrowed by moving the sidelines in to the desired width with tape or some other temporary material. You may then line up chairs a yard or two outside the newly made sidelines to give the players the "near" feeling they will have in the ball game. Work the

(Concluded on page 59)



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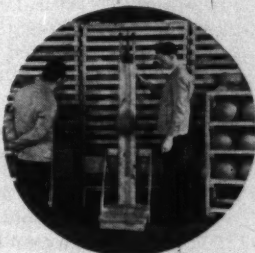
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DURING the winter of 1947-48, Boston University's College of Physical Education for Women instituted a winter camping program at its 500-acre camp near Peterboro, N. H.

The program at Sargent Camp was two-fold. It consisted of, first, an In-Training Leadership course as a regular part of the curriculum; and, second, a supplementary coeducational winter camp program for elementary and secondary schools throughout New England.

As you'd expect, skiing occupied a very important place in the program. Every college student electing winter camping received at least 60 hours of ski instruction.

In designing the ski course, the first obstacle that had to be surmounted was the beginner's predilection toward the downhill phases. It was felt that coaches, in acceding to this demand, have neglected to teach the many other phases of the activity, and have thus failed to develop well-rounded skiers.

Visit any ski school and you'll find that the actual time spent on teaching walking, climbing, or basic downhill running is negligible. The ski professional aims primarily at getting his students *turning* as soon as possible.

That's what the tyros want—not realizing at this stage the importance of “fundamentals”—and that's what he must give them, if he doesn't want them running off to any of the many competitors who promise and boast of shortcuts to ski success.

Fortunately, the system intro-

duced at Boston University was not designed to satisfy all the demands of a beginner. Rather, it was set up to develop well-rounded skiers, capable of mastering any terrain competently with a feeling of confidence and caution.

During Army training in the 87th Mountain Regiment and also at the Army specialized school of Mountain and Winter Warfare, the author noticed that men learning to ski invariably chose the traverse position when confronted with challenging terrain. Later, as a leader, he found that the safest way to bring men over “Homestake” was with a series of traverses.

Even experts coming off Tuckerman Headwall thank their lucky stars that the traverse keeps them under control. However, ask this same skier the thrills of his run, and he'll undoubtedly mention a swinging turn accomplished under the “overhanging rocks.”

While constructing a training schedule, I decided to adapt and stress traversing. My reasons were that I wanted the beginner to like skiing from the start. I felt that a psychological obstacle could be removed by having the skier face and look across the slope rather than downhill.

There were also other reasons for trying this method. It was adaptable to the terrain at Sargent and, most important, I felt that since most skiing was done off the fall line skiers would perhaps progress better in

their turns if they could first master the starting and finishing position or turning, which of course is the traverse.

With these reasons in mind, teaching emphasis was shifted to the traverse. Gradually pupils were brought from the flat into the fall line. At this stage in their learning, I noticed that most of the class were having trouble stopping at the end of our traverse course.

To keep this theory of across-slope skiing in existence, I adapted the double stem *across* the slope. The sequence was as follows: traverse, unweighting of the downhill ski, stemming the downhill ski, and then the same action with the uphill.

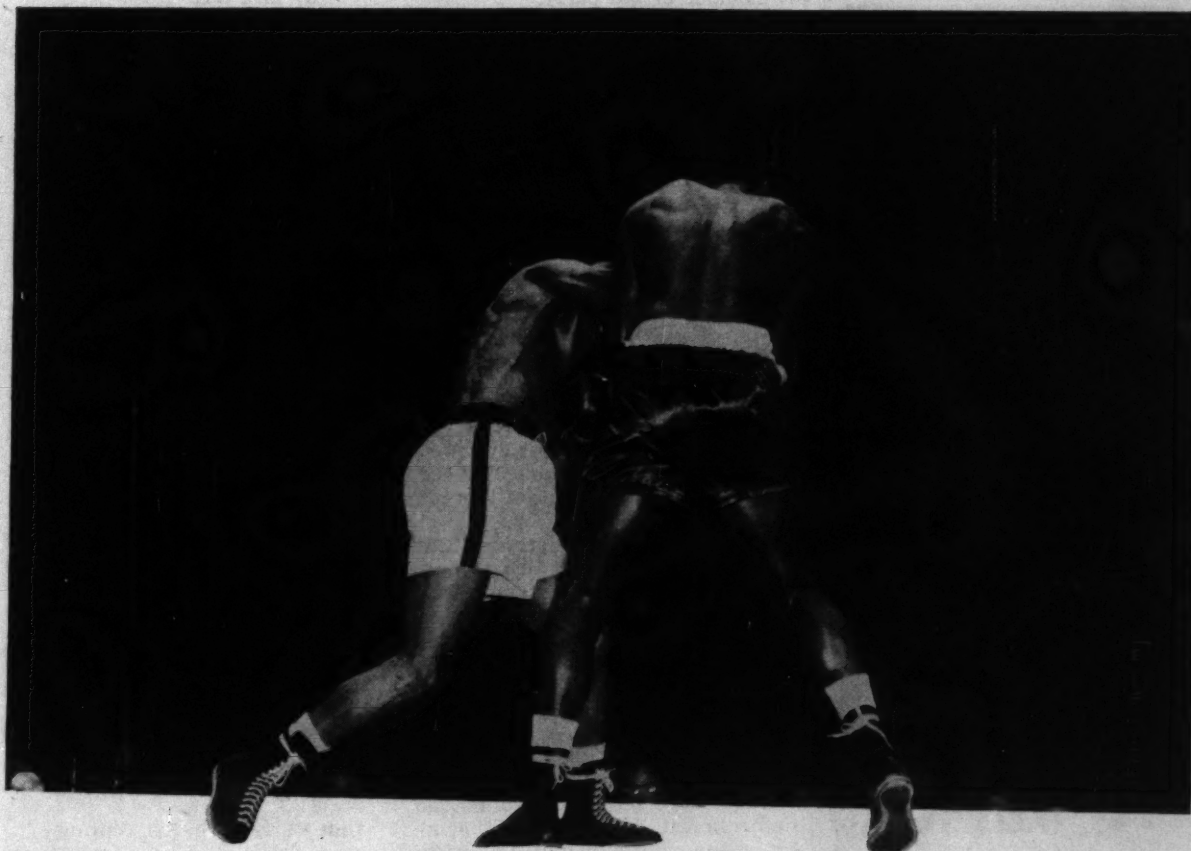
Of course by following these actions, the pupils found their “brakes” and were in the starting position for a swing into the fall line and ultimately the snowplow and stem turn.

Later on in their progression, I found that my pupils were accepting sideslipping as part of skiing—a natural reaction between the skis and snow due to varying terrain, snow conditions, or weight position.

At the conclusion of our first winter training period, a problem was presented to 30 students whereby as part of a cross-country mountaineer-tour they were faced with a 2000 foot slope, wide enough for traversing, with a steepness up to 25°. The group was divided into sections with leaders and assistants; and they were told to get to the bottom as safely and quickly as possible, their speed being governed by the slow-

By WILLIAM A. EAGELSON

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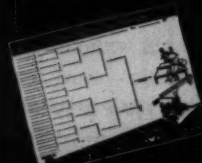
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Here was the test and the results were gratifying to the instructional staff gathered at the bottom of the hill. For, almost automatically, each group controlled their speed by limiting the depth of their traverse into the fall line. Our pupils were skiing confidently and sanely, each person knew how to control his skis and all enjoyed the run down.

I do not claim this method is new or startling. After watching many beginners learning without instruction, I've noticed that they too almost always practice across the slope. With this in mind, I believe we of the Boston University Ski Staff are now working with natural ski tendencies. It is not a combination of systems, but merely the solid steady Arlberg system with emphasis at a different level.

Yet we haven't found a substitute for the snowplow, and this turn is considered a very important learning skill; in fact, the very basis of turning. However, our idea is that the traverse exercises and drills bring the skier to the snowplow stage with a strong foundation of ski ability and, just as important, with confidence in his ability to get down the hill without falling.

The safety factor should not go unmentioned. During the first winter season, approximately 400 skiers attended school, and we had only one fracture. Strangely, this was a spiral fracture of the tibia, a young girl who wasn't in motion when she fell.

The next winter approximately the same number took ski lessons under adverse snow conditions (at times we skied on only heavy frost), yet our accident records showed only two sprains.

Another interesting departure from the usual training program was our introduction of skiing as a means of transportation to regions otherwise inaccessible due to winter conditions. Introduced as a motivator, it became the core of winter camp activity. It enabled the beginner to experience the thrills of outdoor living in the wintertime, complete with shelter construction and the preparation of meals.

The following 16-unit plan was devised by the author to integrate these other skills with skiing and to serve as a means of evaluating pupil progress during their training program.

Unit I, Lecture: Introduction to Skiing—Ski Equipment—its care and use.

1. Forward movement
 - (a) one step
 - (b) kick turn
 - (c) step turn

- (d) kick turn
2. Climbing
 - (a) side step
 - (b) side step traverse
 - (c) herringbone
 - (d) kick turn on slope
3. Falling
 - Safety procedures
4. Traverse Running Position

Unit II, Lecture: Ski Safety and Courtesies.

1. Review Lesson I
2. Traverse running position
3. Traverse running position and single stem

Unit III.

1. Review
 - (a) Downhill running position
 - (b) Lesson II
2. Forward Motion
 - Snowplow and traverse
3. Walking on level
 - Two step

Unit IV, Lecture: Ski Wax—types and uses.

Review

- (a) All traverse positions
- (b) Snowplow turn

Unit V, Lecture: Class Management.

1. Review
 - (a) Snowplow and snowplow turn
 - (b) Traverse position and single stem
2. Stem turn

Unit VI, Lecture: Ski Touring.

Two-mile cross-country trip over varied terrain

Unit VII, Lecture: Ski Mountaineering—equipment, planning.

1. Snowplow
2. Snowplow turn
3. Traverse single stem
4. Stem

Unit VIII, Lecture: Ski Mountaineering—orientation in mountains, shelter.

1. Traverse
2. Stem turn
3. Bump riding

Unit IX, Lecture: Ski Mountaineering—Mountain weather, snow (types and meanings), emergency shelter.

Cross-country tour, construction of emergency shelter and return

Unit X, Lecture: Ski Mountaineering—party procedures.

Review of all skiing skills

Unit XI, Lecture: Ski First Aid.

Removal of victim from ski slope utilizing materials at hand

Unit XII, Lecture: Analysis of Body Movements in skiing.

1. Demonstration of outstanding mistakes in ski movements by instructor; analysis and correction by class
2. Teaching assigned for following class
3. Side slipping

(Concluded on page 59)



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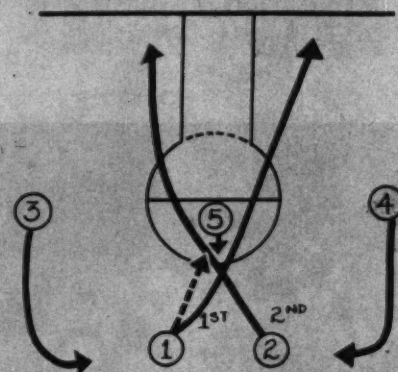
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The 2-Out 3-In and 3-Out 2-In Set Offenses



Diag. 1

THERE are at least two general ways in which two points can be scored in basketball: (1) through individual ability in out-maneuvering the opposition, and (2) through the use of effective screening techniques in set plays.

Penn State has long been recognized as an exponent of set offensive patterns. Since most of our players haven't been sufficiently adept in ball-handling and maneuverability to play a "give-and-go" type of offense, our main emphasis has been on set plays incorporating screening techniques.

In recent years, we've been using many play variations from two basic formations, namely, the two-out three-in and the three-out two-in. **Diags. 1-4** depict the basic "cuts" and positions of the players in one series of plays from a two-out three-in pattern.

Diag. 1 shows the paths of the players when No. 1 passes to the post on the foul line, 5, who comes out to meet the ball. As soon as 5 catches the ball, he pivots and faces the basket, while 1 cuts by followed by 2. Both of the cutters must drive

by the post closely enough to screen off their guards. This maneuver is called "splitting the post." After splitting the post, it's essential for the cutters to keep wide so that any defensive man in front of the basket won't be able to take both of them.

The post attempts to pass first to 1 and secondly to 2. If both cutters happen to be covered, he may look for a shot. In the event any of these three players shoots, the rebound assignments are: 1 takes the right side of the basket, 2 the left side, and 5 the front. Players 3 and 4 call to each other, with one man taking the foul line and the other player taking a position near the midcourt.

If the post cannot pass or shoot, he pivots away from the basket and passes to either 3 or 4, both of whom have come out to take the starting outside positions. Once the post turns his back to the basket to throw the ball out to 3 or 4, 1 takes 4's former position near the right sideline and 2 takes 3's former spot near the left sideline. The play can now be started all over again and worked as a continuity.

Diag. 2 shows what happens when

1 passes down the same side to 3. The latter comes out to meet the ball and quickly passes to post man 5, who has taken a position outside the circle at the intersection of the foul line. Immediately after the pass, 3 cuts by the post to screen off his guard and runs toward a position on the right side of the basket.

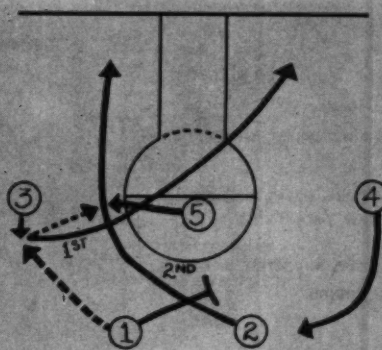
Meantime, 1 has run a few steps to the right oblique (immediately after passing to 3) to set up a screen for 2. No. 2 runs to the left oblique and has two opportunities to screen off his guard, once on 1 and again on the post. He finally takes a position on the left side of the basket. The post can now throw a pass to 3 or 2, or take a shot himself.

If any one of these three men shoot, the rebounding assignments are: 3 takes the right side of the basket, 2 the left side, and 5 the area in front of the basket. Players 4 and 1 call to each other, with one man taking the foul line and the other taking a position near midcourt.

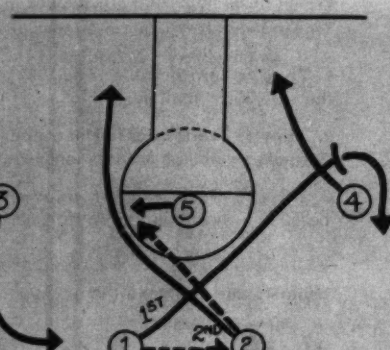
If 5 cannot pass to either cutter or get off a shot himself, he pivots away from the basket and passes to either 1 or 4, both of whom have come out as safety valves. Meantime, 3 goes to the right sideline and 2 goes to the left sideline, and the two-out three-in formation is all ready to go again.

Diag. 3 shows the movements of the players when 1 passes cross-court to 2. Immediately after passing, 1 runs to a position near 4 and sets up a screen with his back to 4. No. 2 passes to the post, 5, who has taken a position just inside the circle at the intersection of the foul line.

Player 2 then cuts by the post (who's facing the basket) to screen off his guard, and eventually takes a position on the left side of the

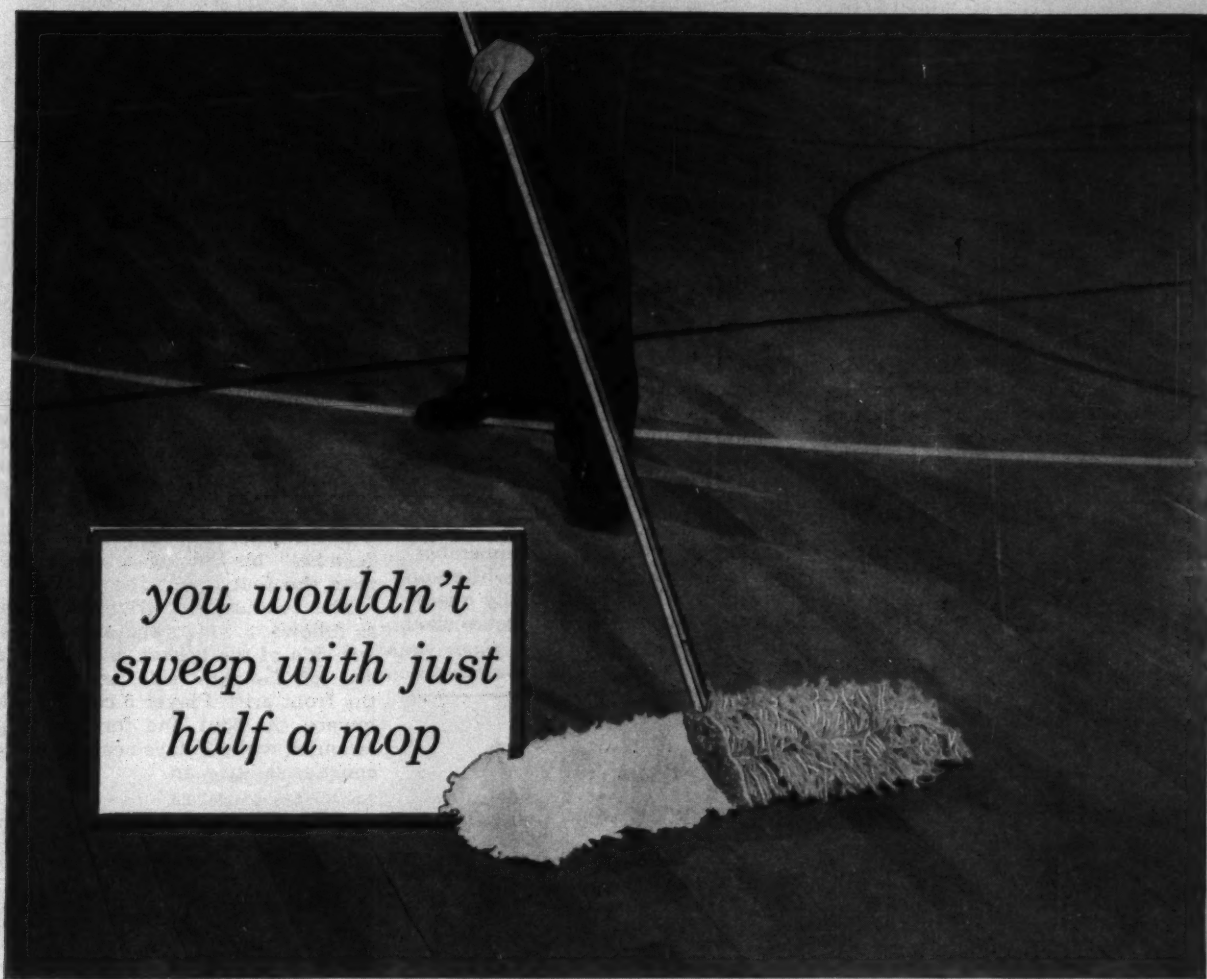


Diag. 2.



Diag. 3

By **ELMER A. GROSS**
Penn State Coach, 1949-54



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half a mop*

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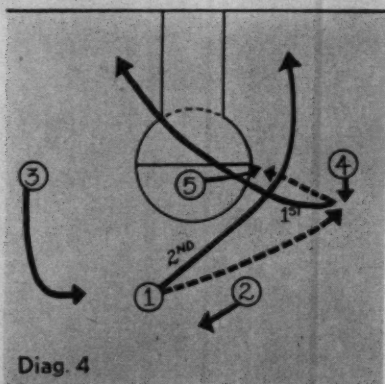
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basket. No. 4 screens off his guard on 1 and assumes a position on the right side of the basket. The post can now catch 2 or 4, or take a shot himself.

If any one of these three shoot, the rebounding assignments are: 4 covers the right side, 2 the left side, and 5 the front. Players 3 and 1 call to each other, with one of them taking the foul line and the other assuming a position near midcourt.

If the post can neither pass nor shoot, he pivots away from the basket and passes to 3 or 1, both of whom have moved upcourt as safety valves. At the same time, 2 and 4 have returned to the nearest sideline and the two-out three-in formation is again ready for another attack.



Diag. 4 depicts the pattern when 1 passes to 4 on the opposite sideline. As soon as 4 receives the ball, he passes to the post, 5, who has moved to a position outside the foul circle at the intersection of the foul line. The passer then cuts around the post, screening off his man, and takes his new position to the left of the basket.

Player 1 times his cut so that he screens his man off the post after 4 has cut by. Then 1 goes to a position to the right of the basket. The post can now pass to the open man; or, if neither shakes loose, he may take a shot himself.

If any one of these three men shoot, the rebound assignments are: 4 takes the left side, 1 the right side, and 5 the front of the basket. Players 3 and 2 call to each other and decide which will take the foul line and which will play near midcourt.

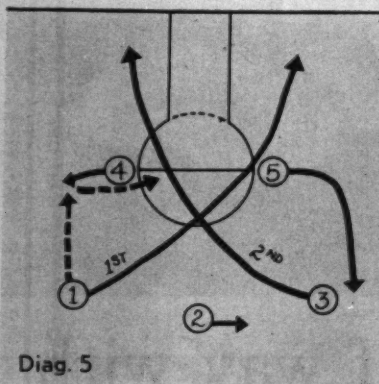
If the post cannot either pass or shoot, he pivots away from the basket and passes to either 3 or 2, both of whom are moving upcourt into safety positions. At the same time that the post (5) turns his back to the basket, 4 assumes his starting position near the left sideline and 1 goes to the right sideline.

All the players are now in the two-out three-in position ready to re-initiate any play.

In summary, player 1 has four possible passes from the two-out three-in formation, namely: (a) a pass to post man 5, (b) a pass down the same side to 3, (c) a cross-court pass to 2, and finally (d) a pass down the opposite sideline to 4.

Of course, these same passes can be made by 2 on the other side of the court, and the plays depicted in **Diags. 1-4** can then be worked on the right side. The signal to start any of these plays is the pass itself. The players must know that as soon as the pass is made, they have certain paths to run and certain positions to assume.

If the screens fail to open a man for an easy shot, the ball must be thrown out to one of the two men moving upcourt and the pattern started all over again. Remember, the opposition can't score while you have the ball and eventually one of the defensive men will get picked off on a screen.

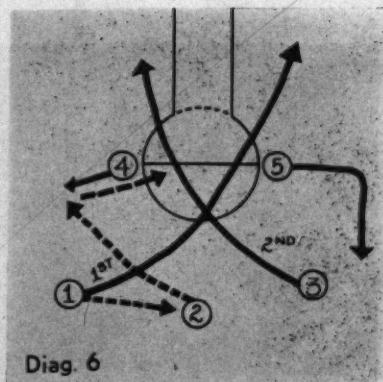


Diags. 5-9 show the basic cuts and positions of the players in a series of plays from the three-out two-in formation.

Diag. 5 shows the first play in this series, where 1 passes to 4 moving toward the left sideline. No. 1 then runs a path to the right oblique at two-thirds speed, eventually assuming a position to the right of the basket. At the same time, 3 cuts directly behind 1, timing it so that he scissors 1 somewhere near the foul circle, losing his man on the moving screen. No. 4 passes to 3, if open, at about the foul line.

The rebound assignments are: 3 takes the left side of the basket, 1 the right side, and 4 the front. Player 5 comes back in and plays near the foul line for the long rebound, while 2 remains near midcourt to stop any fast breaks.

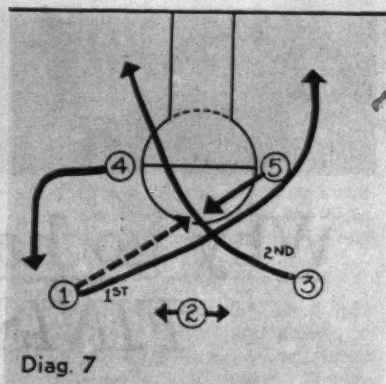
Diag. 6 illustrates the movements of the players when 1 passes cross-



court to 2. The passer takes a path to the right oblique and eventually assumes a position to the right of the basket. Player 3 times his cut right off 1's back, screening off his guard in the process.

Meanwhile, 2 passes to 4 who "catches" his cutting teammate, 3, near the foul line, if he's open.

The rebounding assignments are as follows: 3 covers the area on the left side of the basket, 1 covers the area on the right side, and 4 takes the front area. Player 5 comes back toward the foul line for the long rebound, while 2 stays near the midcourt as safety man.



Diag. 7 shows 1 passing to 5 coming out to meet the ball. The passer immediately cuts around 5 to screen off his man, and 3 then splits the post. The post attempts to "catch" the open cutter; if, if neither is free, he may shoot.

If any of these three men shoot, the rebounding assignments are: 3 takes the left side, 1 the right side, and 5 the front. Player 4 returns to the foul line for the long rebound, while 2 plays near midcourt.

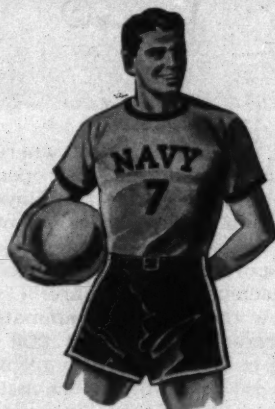
If 3 starts the plays instead of 1, as depicted, the plays are worked in the same manner but on the right side of the court.

In **Diag. 8**, the middle man, 2, passes to 3 and runs at two-thirds speed to his left oblique. At the same

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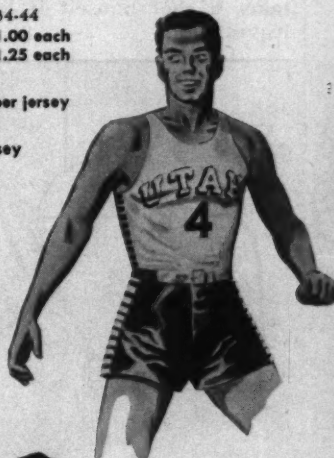
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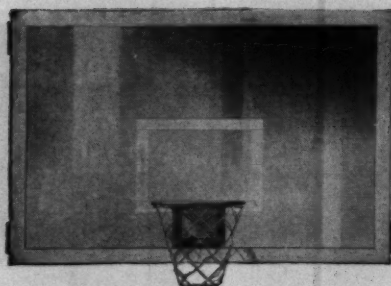
EXTRAS ON PANT

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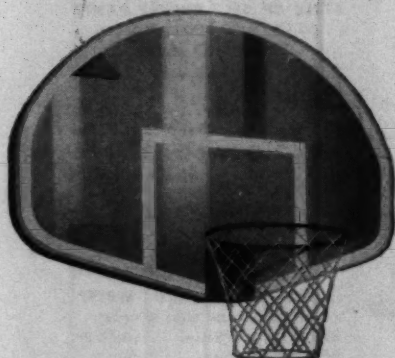
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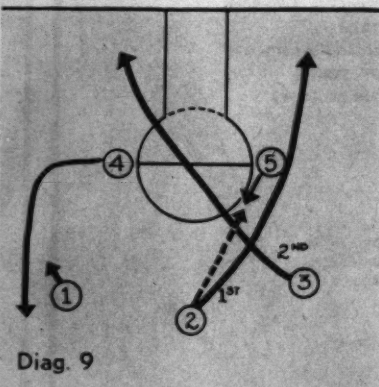
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time, 3 passes down the right side-line to 5, who comes out to meet the ball. The latter pivots toward the basket and "catches" 1, who's timed his cut to screen his man off on 2.

The rebounding assignments are: 2 takes the left side, 1 the right side, and 5 the front. Player 4 returns to the foul line for the long rebound, while 3 stays out to stop the fast break. Where 2 makes his first pass to 1, the play is worked in the same way on the other side of the court.

Diag. 9 shows the middle man, 2, passing to 5 who comes out to meet the ball and serve as a post. As soon as he catches the ball, 5 pivots, braces himself, and faces the basket. Player 2 is the first cutter and 3 the second, both trying to "knock" their guards off on the post's back. The post hits either cutter, if open, or takes a shot himself if his guard leaves him.



Diag. 9

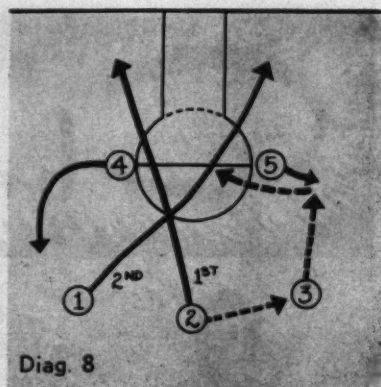
The rebounding assignments are: 3 takes the left side, 2 the right side, and 5 the front. Player 4 turns back to the foul line for the long rebound, while 1 plays near midcourt to forestall any fast break.

Where middle man 2 passes to post 4 rather than post 5, the play is worked in the same manner but with 2 and 1 being the cutters instead of 2 and 3.

In summary, each of the out players (1, 2, 3) in the three-out two-in formation has a number of possible passes he can make to start the plays moving. For example, 1 has a choice of passing to 4, 2, or 5. The pass to 3 is considered too dangerous, and even the pass to 5 is considered hazardous and must be made with caution. No. 2 has a choice of passing to 1, 3, 4, or 5.

The signal to start any of these plays is the pass itself. If these screen plays fail to open up a man for an easy shot, then additions or "tails" should be added to the basic formations.

The players must be able to run these plays automatically; otherwise



Diag. 8

they'll be so busy thinking where to run that they'll miss the open man. Therefore, practice the plays daily. In fact, they make excellent warm-up drills.

Two important points to emphasize in teaching set plays are: (1) don't throw the ball to a teammate who's covered just because that's where the ball is supposed to go; in other words, never throw the ball away, and (2) permit the players to exploit their individual abilities whenever the opponents attempt to play the pattern and leave men "open."

When a play fails, call your players together and analyze the reasons why you lost the ball.

If the opposition is falling back under the basket, shoot medium long shots.

If the opposition overloads one side of the floor, pass the ball "around the horn" to a player on the other side.

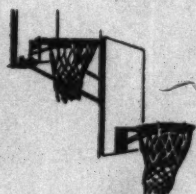
If the opposition "double teams" certain men, pass to the open player.

Possession of the ball is all-important. Don't lose it until a good shot at the basket is earned. Set plays, based on screening principles, will assure these good shots.

In closing, a word of caution is in order. Just because a team has a set pattern of attack doesn't mean that the individual fundamentals should be neglected. No pattern is better than its execution, and the players should be thoroughly drilled on those skills which go with the chosen type of teamplay.

Ball-handling and shooting cannot be overly stressed. Good shooting wins games—and most good scoring opportunities are set up by good passing.

The ultimate success of any offense is dependent upon whether it is the proper offense for the material at hand—while the success of the individuals depends on whether they're operating within a suitable offense.



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Have your classes practice the approach and swing over and over until the rhythm becomes as natural as dancing and the arms and feet coordinate naturally.

NO. 1: Assume a relaxed, upright stance with the left foot slightly forward, weight back on heels, knees relaxed, and ball in both hands with most of its weight supported by the left hand.

NO. 2: Step with right foot and push ball straight forward (not down). Time the movement so that the ball comes over the right foot as foot touches floor.

NO. 3: At start of second step, remove left hand and extend right arm fully. Bend forward, keeping shoulders square. As weight comes over left foot, downward swing is well under way.

NO. 4: Move a little faster on third step. Ball (moving back) and right foot (moving forward) should pass at bottom of backswing.

NO. 5: Near end of third step, ball is at top of backswing. Arm, wrist, and ball form straight line—full arm's reach from shoulder.

NO. 6: With fingers on top of ball, thumb on inside, bring ball and left foot forward together, bending body still lower.

NO. 7: Left foot comes down flat and slides toward foul line. Ball swings forward, close to side.

NO. 8: Release ball just ahead of left foot, with thumb coming out first. Right toe stays on floor to maintain balance and serve as brake. Let right arm swing on and up in follow through.

(From illustrated book, *How to Improve Your Bowling*, 50¢, distributed by A. S. Barnes & Co., 232 Madison Ave., New York 16, N. Y.)



1



2



3



4



5



6



7



8

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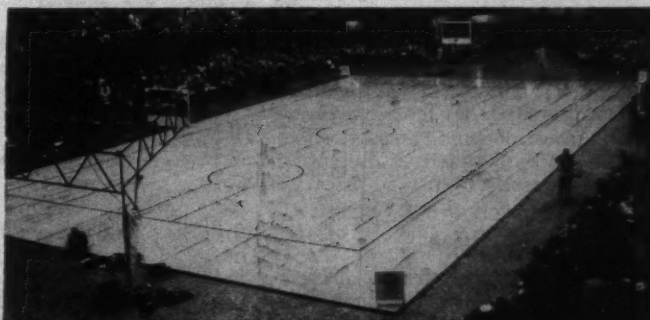
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A Check List for Coaches

- PROTECTIVE EQUIPMENT
- ADEQUATE HEALTH EXAM
- UNREPORTED INJURIES
- GLANDULAR IMBALANCE
- PROPER CONDITIONING
- SIGNS OF CHRONIC FATIGUE
- EPIPHYSICAL INJURIES

"A second string back who got into the game in the last quarter with his team leading 32-0 was killed last night when tackled while carrying the ball."

THUS read a recent news story of the tragic death of a high school gridder. While deaths on the gridiron are few compared to deaths from many other types of accidents, they're numerous enough to arouse public indignation and condemnation of our strenuous competitive sports.

Such public criticism makes it difficult for coaches and educators to point up the values of the sport program. Insuring the health and safety of the players is a vital necessity—not only in the interest of good public relations but for the well-being of the entire educative process.

PROTECTIVE EQUIPMENT

Good protective equipment is, of course, essential to the health and safety of the participants in strenuous sports. Providing good protective equipment is no longer a problem in most schools. Coaches have done a good job of selling the public on its necessity. Most injuries or deaths are due to other causes.

PROPER CONDITIONING

One of the factors may be proper conditioning. You often hear fans remark that a certain boy was injured because he wasn't in condition. In most cases, the fans are referring to the amount of work done by the boy previous to the game. Their theory is that the longer and harder the workouts, the better the condition of the body will be.

What the fans, and some coaches, don't realize is that physical conditioning is the result of a program of gradually increased work loads. It's entirely possible to so overload

the body as to impair rather than increase efficiency. A conditioning program which gradually increases the amount of work output insures against loss of efficiency due to overworking.

Because the conditioning must be gradual for optimum benefits, it cannot be achieved in a short time. Physiological studies indicate that it's impossible to get the body into good physical condition in less than three weeks.

The conditioning program should aim for complete body conditioning. The work loads should do more than increase muscular endurance, speed, and wind. They should strengthen the entire muscular system so that the muscles may offer greater protection to the joints and bones in times of undue strain.

To do this, a calisthenics program must be devised that stimulates muscles not usually exercised. For the greatest protection of the players, the program should be followed all year long rather than in the short period prior to each season.

HEALTH EXAMINATION

The youth whose death was reported in the aforementioned news story was the victim, according to the attending physician, of a weak heart. It's entirely possible that neither the coach, the boy, nor his parents were aware of this condition. Otherwise he wouldn't have been allowed to participate in so strenuous a game as football.

Most schools now require that candidates for competitive teams present a statement from their physicians stipulating their freedom from pathological conditions which can be aggravated by strenuous activity and that they're in general good health. Other schools employ a school doctor who makes a physical examination.

In either of these situations, the

coach should make certain that the players have had a stethoscopic examination of the heart. Although not all heart ailments can be detected by this method, a very large percentage will show up.

A history of illnesses and injuries should be made available to the examining physician so that he may consider the possibility of heart damage caused by past illnesses which doesn't show up in the stethoscopic examination.

The history will also aid the doctor in determining to what extent the player should engage in strenuous activity. There may have been operations or injuries which have weakened the area or organ concerned and make it imperative that the individual restrict his activity.

CHRONIC FATIGUE

The dangers of fatigue are frequently underestimated. Conditions of chronic fatigue are dangerous because of their detrimental influence on the physical and mental well-being of the individuals.

Acute fatigue is responsible for lack of efficiency and susceptibility to injury. However, since it builds up rapidly and is easily repaired, it presents no damage to the health of the body under normal conditions.

Chronic fatigue is built up over a long period of time, recovery is slow and difficult, and it has a detrimental effect on physical and mental health. Therefore, the coach should watch closely for symptoms indicative of chronic fatigue.

A lack of enthusiasm for practice or a distinct change in a boy's attitude toward his teammates, his coach, and/or the game is usually an indication of overwork and chronic fatigue. A sudden unexplained decrease in his level of performance is another warning sign of chronic fatigue.

UNREPORTED INJURIES

It's extremely important that coaches attempt to detect unreported injuries. Players will often avoid reporting an injury because of the fear that it's "sissified." This attitude should be replaced with the intelligent concept that it's better to re-

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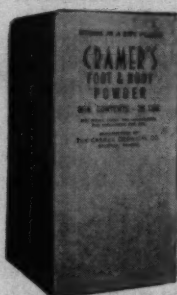
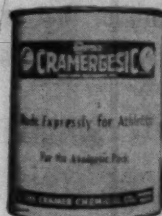
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port all aches and pains immediately in order to prevent further aggravation which may seriously hamper the player's performance.

The sentiment that it's noble to suffer in silence should have died with the horse and buggy, and every coach should make sure it doesn't exist in his team.

EPIPHYSEAL INJURIES

In pubescent and adolescent children, the injury problem in further complicated by the fact that their bones aren't completely ossified. A cartilage that separates the head of the bone from the shaft known as the epiphyseal line exists in the joint areas of the child's body. Though the bone itself is softer and less prone to break than is the adult's, the bone under stress and strain may slip onto this cartilage, according to many bone specialists.

This condition, known as slipping epiphysis, is difficult to detect and may often be improperly diagnosed as a sprain or pulled muscle. Failure to correct the condition results in deformity and decreased body efficiency in later life.

According to a recent survey of orthopedic surgeons by the author,

the areas most susceptible to epiphyseal injury are the wrist, knee, elbow, ankle, hip, and spine. Any pain or swelling near these areas should be reported to the physician for x-rays.

GLANDULAR IMBALANCE

Youths suffering from a glandular imbalance are more prone to this type of injury than are others. The condition known as Frohlich's syndrome is the result of the malfunction of the pituitary gland; and persons of this type are particularly susceptible to epiphyseal injury.

The observable characteristics of this type are excess weight, large hips, small shoulders, and underdeveloped genital organs. Such fellows, when they participate in athletics, are placed where their weight can be used to advantage, as in the line in football.

Because of the severe weakness of the epiphyseal cartilages in this type of youngster, he shouldn't be allowed to participate in activities that place undue stress and strain upon his bones until a correction of the glandular imbalance has been made.

Lesson in Man-to-Man Defense

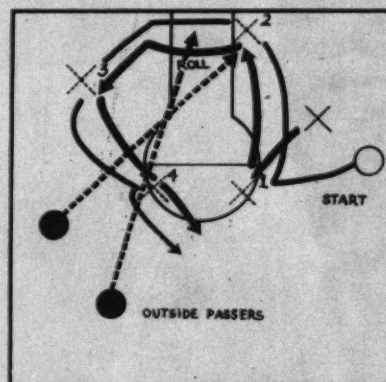
SEVERAL basic one-on-one guarding principles are illustrated in this unique diagram composed by Lou Rossini, Columbia U.'s sterling exponent of man-to-man defense.

The underlying premise of Columbia's sloughing team defense is that the offense should always be forced away from the vital 15-foot area surrounding the basket. Since it's impossible to prevent the enemy from invading this hallowed ground, the guard must neutralize the foe's effectiveness by beating him to every critical point.

Now let's see how this may be done. O's first move in the diagram is a cut into the lane, possibly for a pass from an outside ball-handler. If his man, X, lets him reach the critical point, X-1, first, the offensive player would become a dangerous threat. So X beats him to the spot.

This forces O to cut back and around toward the hoop (X-2). X rolls with him, keeping his head toward the ball. He maintains position between the man and the ball, keeping his right hand up to deflect any pass and just barely touching the opponent with his left hand to maintain contact.

X-3 constitutes the next critical point. At this juncture, X makes a quick roll, keeping his eyes on the ball, and quickly crosses the lane to beat O to the critical point. Upon reaching point X-3, the guard has his



left leg and arm extended to force out the opponent and deflect any pass.

The same procedure is observed in the break back toward the lane—with X beating O to critical point X-4 just as he did at X-1. In short, X always beats his man to the punch.

When O abandons his effort to get in and goes back beyond the 15-foot pale, X falls back into his normal one-on-one position.

In the early days of practice, mass drills on approaching, retreating and side-stepping will help develop good body position and speed. These drills should be worked on every day with the coach making certain to stress the correct use of the hands.

IN THE POSTER
ON THE
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A Message from 9 Coaches and Trainers on RULE No. 1

• Though coaches may differ sharply on formations, plays, and strategy, they unite solidly behind the golden rule of good health: *Never drink alcohol in any form.* They know, through years of training teams for rigorous competition, that alcoholic beverages constitute a menace to healthful living; that alcohol numbs all the vital senses of sight, touch, and coordination, and impairs the efficiency of mind and muscle—thus making peak performance impossible.

This vital message is neatly capsuled in the poster on the next two pages. A joint project of 9 of the nation's foremost coaches and trainers, it is specifically designed as a visual aid in health education programs. *You can render a valuable service by posting it on your school bulletin board, where every boy and girl can see it.*

The poster may be removed for bulletin board display by merely turning back the staple with a knife or letter opener. For additional copies, check the "Alcohol Education" listing in the Master Coupon on the last page.

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CHARLIE CALDWELL • Football Coach, Princeton Univ.

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Behind the "No Drinking Alcohol" Rule

in every sport

•NEVER drink alcohol in any form. It's neither a food nor a stimulant, but a poison that attacks the entire system. It destroys the fine coordination between mind and muscle, impairs the ability to make quick decisions, and sharply decreases endurance. It doesn't take a genius to realize what this means to an athlete—or anybody else. It makes peak performance impossible—either on the field, in the classroom, or in daily life. That's why every coach and trainer makes "no alcohol drinking" his No. 1 training rule. Make it your No. 1 rule, too. Never accept an alcoholic bev-

rule, too. Never accept an alcoholic bev-

erage just because other people do it.

It isn't "smart" and it isn't "sociable."

It's just plain stupid to put something into your system that endangers it in so many different ways. To succeed in sports—or any activity—say NO to all forms of alcoholic beverages.

ALCOHOL EDUCATION

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TUSS McLAUGHRY • Football Coach, Dartmouth Col.

R. L. CHAMBERS • Track Coach-Trainer, Duke Univ.

TOM HAMILTON • Athletic Director, Univ. of Pittsburgh

Alcohol is a poison that is very dangerous to the body. It is a powerful depressant that sharply lowers the standards needed when the going is the toughest.

ADOLPH RUPP • Basketball Coach, Univ. of Kentucky

Alcohol has nothing to do with any athlete or athlete's performance. It always has been and severely impairs judgment and timing.

HOWARD HOBSON • Basketball Coach, Yale Univ.

Played with a poison like alcohol in the system means an ever-fading of the organs which may have serious results. It's undesirable mentally, socially and physically.

Questions and Answers on ALCOHOL

Is Alcohol a Stimulant?

NO. It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being. But over a period of time it acts as a depressant to both mind and body.

Does Alcohol Increase Endurance?

NO. Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

Is Alcohol Good for Nerves?

NO. Alcohol seriously upsets the nervous system. It disturbs the protective lipoids and dehydrates some of the moisture in the body which is so essential to proper functioning of the nerves.

Does Alcohol Improve Judgment?

NO. One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It interferes with the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

Does Alcohol Aid Coordination?

NO. It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.



SPECIAL FEATURE

... helps increase your players' endurance

... helps them go full speed longer

Found only in "P-F" basketball shoes

The famous "P-F" feature helps decrease leg and muscle strain, helps increase endurance ... helps your players stay in the game longer. The X-ray picture tells the story!

Besides "P-F," these great basketball shoes offer many other fast-action advantages. Tough molded, non-marking soles with traction tread for quick stops and starts ... sponge cushion insoles and heels ... extra quality army duck, loose-lined, ventilated uppers and air eyelets.

Get your team "off on the right foot" with the right footwear. Whether you buy the shoes yourself or the players buy their own, insist on "P-F" Basketball Shoes.

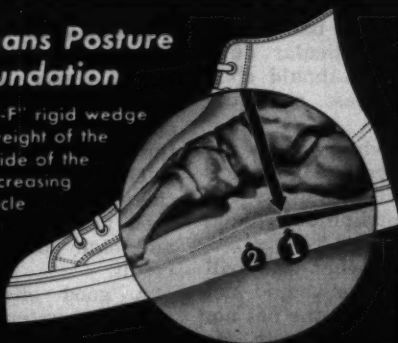


Hood "Conference"
(in black or white)

B. F. Goodrich "Litenfast"
(in black or white)

"P-F" means Posture Foundation

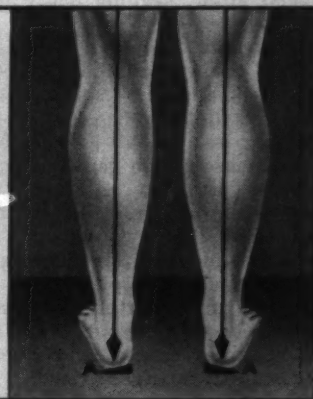
- 1 The important "P-F" rigid wedge helps keep the weight of the body on the outside of the normal foot—decreasing foot and leg muscle strain, increasing endurance
- 2 Sponge rubber cushion



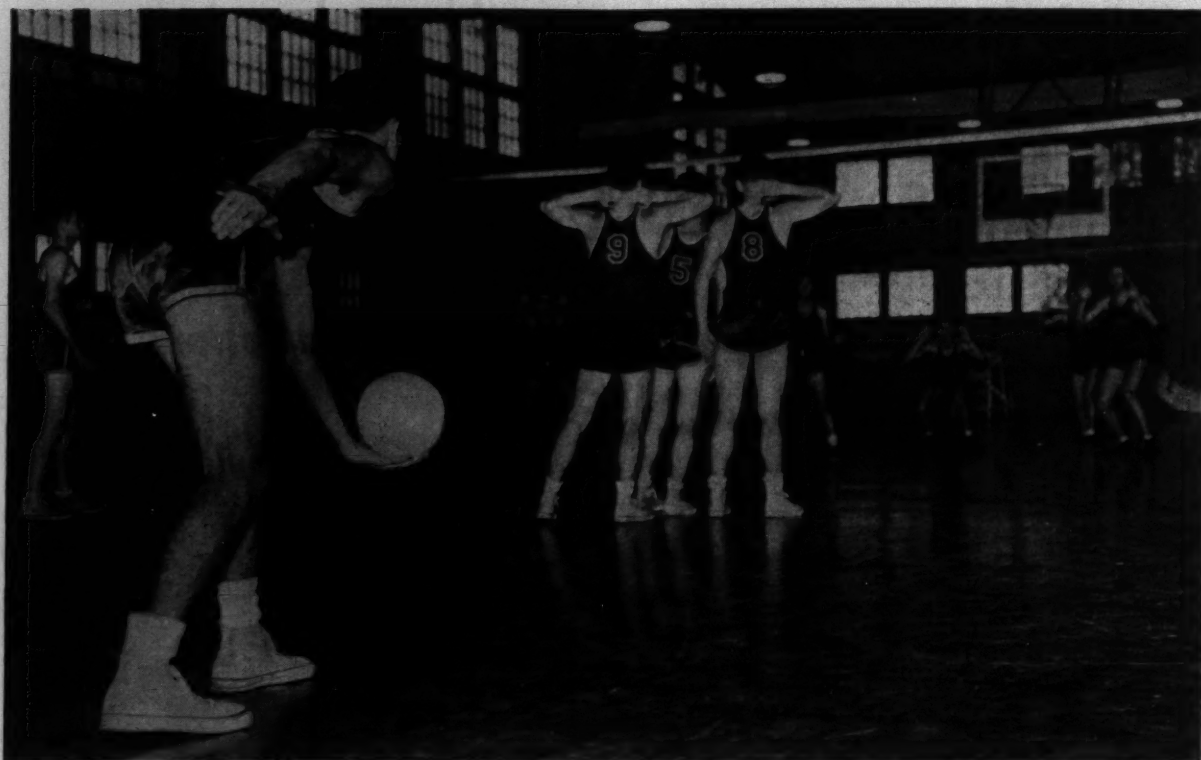
X-RAY DIAGRAM ILLUSTRATES THE SCIENTIFIC PRINCIPLES OF "P-F"

BODY WEIGHT ON OUTSIDE

of normal foot with aid of "P-F" rigid wedge ("A" at right) helps reduce fatigue and increase comfort.



Basketball Shoes are made only by Hood Rubber Company and B. F. Goodrich, Watertown, Mass.



The underhand serve with the offensive players forming a screen in the forecourt.

Offensive Volleyball

ONE of our leading physical educators once said, "The chief trouble with volleyball is the failure of physical education instructors to teach the game effectively and to provide proper facilities and equipment. A partially or over-inflated ball is thrown to a class of about 40 students, 20 on each team. The net is a cheap, unofficial affair, sagging badly in the middle.

"Instruction generally consists of telling the students to knock the ball back and forth across the net, with no detailed teaching of the serve, pass, spike, block, or any other phase of the game. This same teacher wouldn't think of using more than five players on a side in basketball and would spend much time on fundamentals before allowing the students to play."

This, unfortunately, is true of most school volleyball. Yet there's no apparent reason why it cannot be played according to the rules and why it cannot be properly taught.

One of the first steps in playing good volleyball is to organize the offense. In football every play is

By **WILLIAM T. ODENEAL**
Instructor, Florida State University

carefully planned, with each player having a specific job to do. The success of the play depends on how each man carries out his responsibility.

Exactly the same thing is true in volleyball. When the ball comes over the net, each player should know exactly where the ball should go and what his particular duty should be. Teamwork should consist of an accurate pass, a set-up, and a spike.

The first player who receives the ball is the "receiver." His job is to pass the ball accurately to the player on the front line designated as the "set-up passer."

This means that when the ball comes to a player, he should not try to hit it back across the net nor pass it to just any teammate. He should pass it *only* to the set-up passer playing near the net, whose job it is to set it up for the "spiker."

For example, in **Diag. 1**, players 1, 2, 3, 4, and 6 are possible receivers, while 5 is the best set-up

passer on the front row. When the ball is passed to him by one of the receivers, he sets it up to either 4 or 6, who spikes.

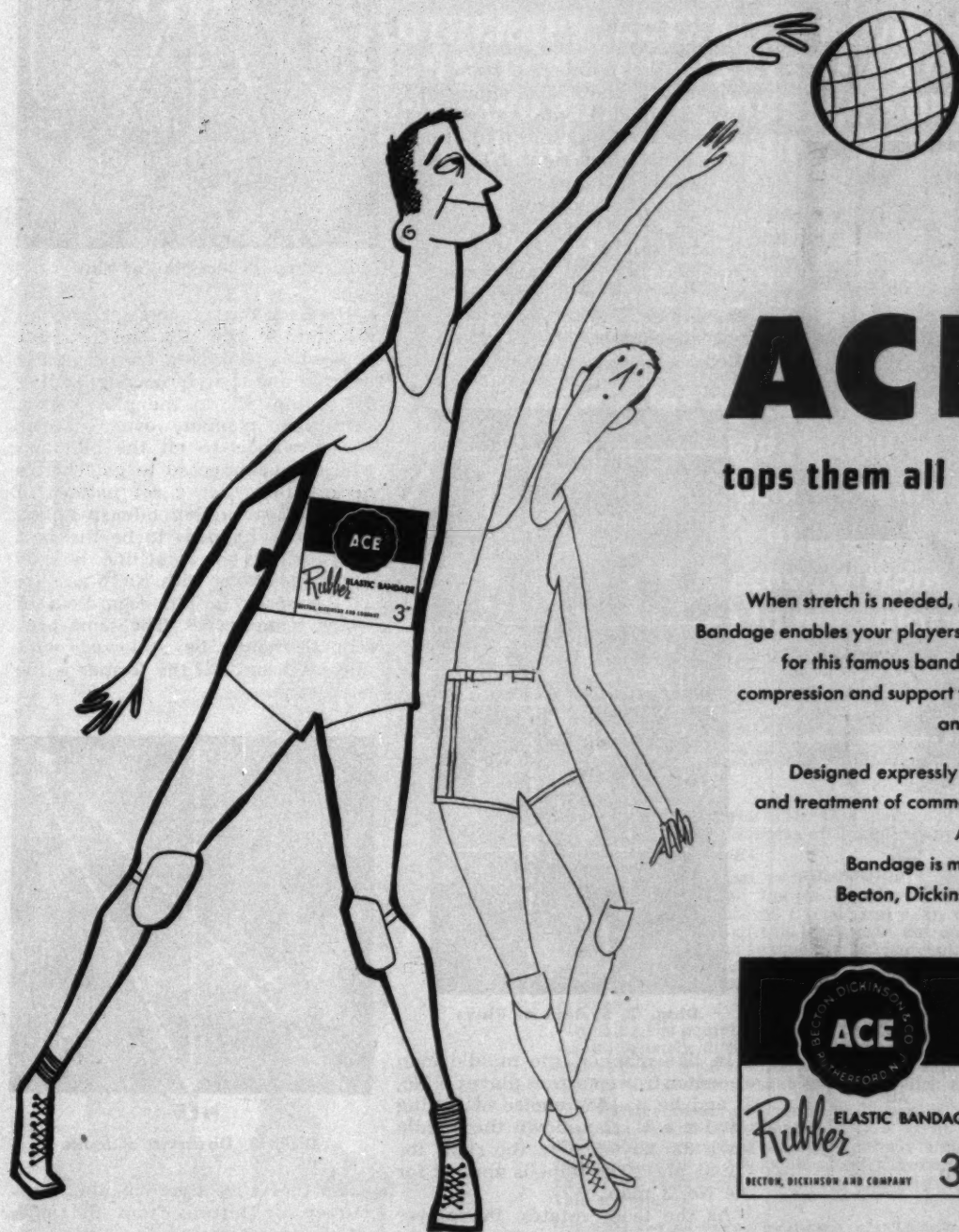
It's important to keep No. 5 a set-up passer while he's at the net and not let him be a receiver. The other players must come in, receive the ball from the serve or other type of play, and pass it to the set passer so that he can be sure to make the second pass on his side of the net.

If forced to make the first pass, he passes or sets the ball directly to the spiker, who has the option of spiking or setting the ball to the opposite side of the net, where the other player may spike the ball.

The ultimate play is the spike; therefore, the three plays should be used to get the ball near the net and high enough for the spike to result.

A good offense can be built around a system of plays similar to those called in football. When a weakness is noted on the opposing team, the captain calls the play before the serve is made. If, while the ball is in play, the captain notices a defensive man playing out of position or failing to cover a

when stretch is needed...



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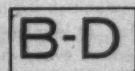
tops them all

When stretch is needed, ACE Rubber-Elastic Bandage enables your players to "get the jump," for this famous bandage provides extra compression and support for bruised muscles and weakened joints.

Designed expressly for the prevention and treatment of common athletic injuries, ACE Rubber-Elastic Bandage is made exclusively by Becton, Dickinson and Company.



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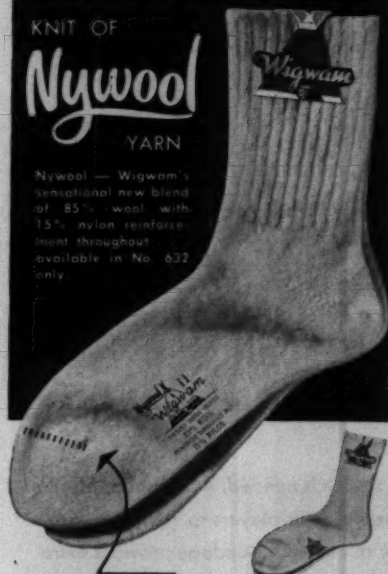
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in Every Pair

Wigwam Socks

for every sport!

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Nywool
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Nywool — Wigwam's
sensational new blend
of 85% wool with
15% nylon reinforcement
throughout
available in No. 632
only



The Sizes go
by the COLOR
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Sock Size	Thread Color
9	Black
10	Green
11	Red
12	Blue
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For any sport —
there's the right
Wigwam sock...
all materials
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Soft, springy,
absorbent Wigwams
provide the foot
comfort needed for
top performance. No binding,

By Invitation Member STA-SIZED — won't shrink below
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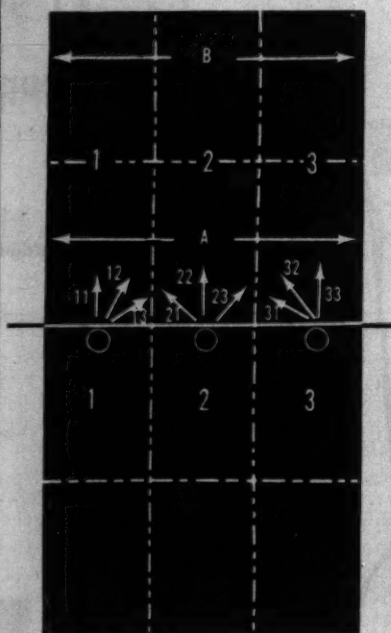
ALL
NYLON

certain area, he calls out the desired play. A check system can be used by calling names for the numbered play.

In planning this offense, the court is marked off in offensive numbers. Certain offensive players are numbered to designate who will hit the ball and the opponent's court is numbered designating where the ball is to be hit.

In **Diag. 2**, you will note that the net men are numbered from left to right, 1, 2, and 3. The opponent's court is divided into three long areas corresponding to the front positions from left to right, 1, 2, and 3.

If the left spiker is to hit the ball off the outside blocker or down his side line, the 11 play is called. If this same spiker is to hit diagonally across the net into the opponent's court, the 12 play is called. If this same spiker is to hit sharply to his right diagonally, the 13 play is called.



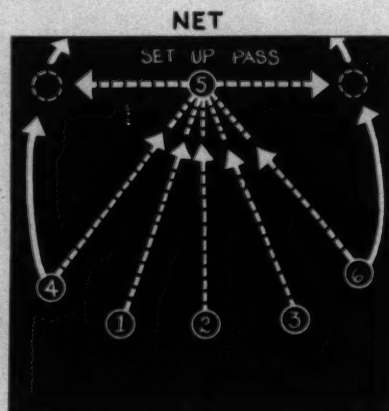
Diag. 2, System of Plays

In like manner, the middle man or center front position player is No. 2; and he has the choice of hitting left for a 21 play, down the middle for a 22 play, and to the right for the 23 play. The same is applied for the No. 3 man.

As the team rotates, the player who moves into the left front position becomes No. 1, the player in the center front position becomes No. 2, and the player in the right becomes No. 3. The defensive areas stay constant.

If a tip is wanted just over the heads and outstretched hands of the

blockers, it is designated by adding the letter "A" to the number called.

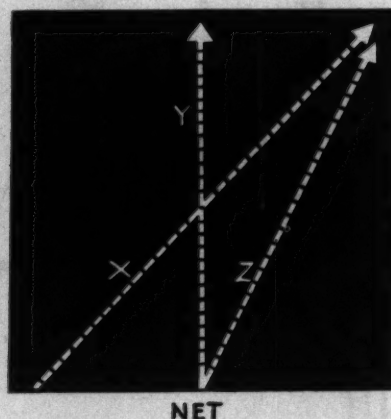


Diag. 1, Direction of Play

If the back line players are playing in close to the net and are out of position, the deep lob or pass is in order and is designated by adding the letter "B" to the play called.

In this manner, every player knows who is to hit the ball and where it is supposed to go. There's no question that a set pattern of plays will strengthen offensive play.

If No. 6 happens to be the best set passer on the front line, he may switch positions with No. 5 as soon as the serve is hit, regardless of which team serves. The same procedure should be followed with players 4 and 5 if the former is the best set passer.



Diag. 3, Direction of Spike

Spikers can improve their accuracy by hitting from the sides of the court rather than from the middle. As you can see in **Diag. 3**, the diagonal line X is longer than either line Y or Z, so that a ball spiked along line X has a better chance of landing in-bounds than a ball hit along lines Y and Z.

(Concluded on page 58)



Remember that the men on your squad can only play as well as they feel. A winning team is a healthy team. Therefore, it is essential for you to know that:

CYCLOTHERAPY ACTUALLY REDUCES THE HEALING TIME OF BRUISES, STRAINS, SPRAINS, AND GENERAL MUSCLE SORENESS, EVEN INCLUDING THE "CHARLEY HORSE"

That's right. An extensive test, conducted by Lloyd Percival, Director and Head Coach at Sports College, Toronto, Canada, showed that the use of Cyclotherapy actually reduced the recovery time by as much as 100 per cent.

In addition, it was determined that

Cyclotherapy serves:

- as a relaxing agent in pre-game nervous and muscular tension
- as a sleep inducing agent in tense, apprehensive men
- as an aid in recovery from fatigue due to muscular activity

CYCLOTHERAPY MANUFACTURED UNDER LICENSE FROM
NIAGARA MFG. & DIST. CORP.

When Coach Lloyd Percival recently undertook a research program to test the effectiveness of Cyclotherapy on athletes, he concluded the following:

"We have found that contact bruise injuries of all types (especially the well known Charley Horse) react very favorably to the use of Cyclotherapy. In many cases we found that the use of this equipment cut down the time of recovery—sometimes as much as 100 per cent. There appears to be no doubt that Cyclotherapy stimulates the circulation very effectively and thus aids the normal healing processes.

"In using the equipment in the treatment of "Shin Splints"—a notoriously difficult condition to cure—we can report exceptionally good results. So far in our experience we have not used a technique that has such quick acting results.

"In the treatment of strains and sprains we have found that the use of Cyclotherapy does a great deal to hasten the healing process. It was particularly noticeable that the muscle spasms and tension usually associated with these injuries was relaxed very quickly by the use of this equipment."

Now when you call time out for champs... call time in for Cyclotherapy.

Send for illustrated handbook and name of local dealer..

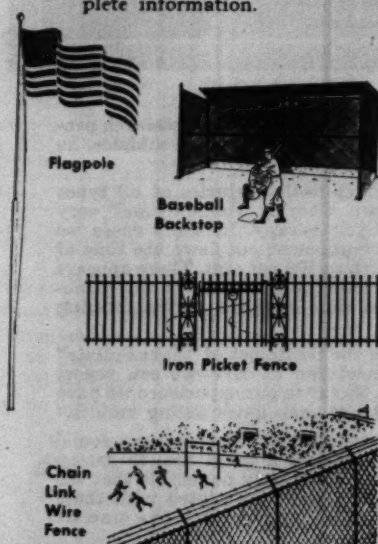


Cyclotherapy Inc. Dept. SC-11

11 EAST 68th STREET • NEW YORK 21, N. Y.



For use in connection with athletic programs, Stewart offers many iron, wire and bronze products. For example: chain link wire and iron picket fence; baseball backstops; tennis court fence; stadium seat brackets; flagpoles; wire mesh partitions; window and skylight guards; settees; bronze plaques; iron railings, etc. Write for catalog containing complete information.



THE STEWART IRON WORKS CO., INC.
2175 Stewart Block, Cincinnati 1, Ohio
Exports in Metal Fabrications since 1886



By **HARRY WILKOW**
Portage (Mich.) High School

Sports Brochures, Good Public Relations

MOST college publicity departments publish handsome and informative brochures on their athletic teams. Distributed to all publicity outlets, these pamphlets are a godsend to busy sportscasters and sportswriters and pay off in considerable good will and extra publicity for both the team and the school.

Some high schools also employ this effective public relations instrument, but most schools do not. They assume that they haven't the money or the personnel for the project. Or they're simply indifferent to its possibilities. None of these reasons is valid.

At Portage High, a school with an enrollment of about 450 in four high school grades, brochures are a definite part of the sports program and receive the wholehearted cooperation of the athletic department. The cost of the brochure is so low as to be negligible and the time consumed in preparing and printing it decreases with every issue.

The Portage brochures appear three times a year. The football issue is distributed almost as soon as school begins in the fall. Next comes the basketball edition, and finally there's the spring brochure, incorporating baseball, track, tennis, and golf.

These pamphlets are prepared and printed by a faculty member who's interested in writing and drawing and who is a sports enthusiast. Other schools, however, can make the brochure a student project, delegating the various tasks among students whose interests are in specialized fields.

For example, the drawing can be done by an art student, the research work and writing by a member of the school paper, and the layout by a member of the yearbook staff. The addressing and mailing can furnish good experience for a girl in the commercial department.

The Portage brochures are printed on the office ditto machine, using

standard 8½ x 11 inch ditto paper. The printing cost is thus minimal. Practically every school has such a machine for running off student and faculty notices.

Larger schools can achieve a more professional look by having their print shop run off the brochure. However, the smaller school needn't shy away from such publications because of a lack of printing facilities or the wherewithal to defray printing costs. The dittoed or mimeographed job can be made very attractive and readable.

The procedure used in printing and distributing the Portage brochure is as follows:

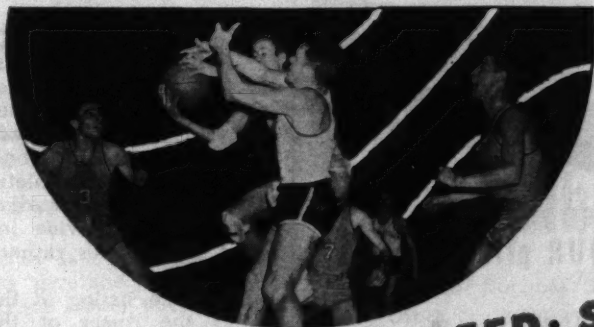
1. Collect the information by personal contact or by questionnaire.
2. Arrange for the art work.
3. Organize and lay out the brochure.
4. Draw and type the master dittos.
5. Run off the copy on the ditto machine.
6. Assemble and staple the sheets.
7. Address and mail the issues.

GENERAL PATTERN

The publication follows the general pattern of college brochures. An illustrated cover (drawn by the faculty member) depicts the particular season, e.g., "Portage 1954, Basketball." Then comes a table of contents and next a statement of objectives, to wit:

"The purpose of this brochure is to supply press and radio personnel and other interested persons with information concerning athletics and the athletic program at Portage High . . . Material in this brochure may be published or used on radio at any time."

This is followed by general school information: location, enrollment, administrative officers, school conference, school colors, team nickname, and any other information that might be important as reference



RED BALL *Jets* FOR SPEED. STAMINA. CONTROL

Put new spring in their stride. Give them sure-footed, perfectly poised control on the court. See how these superbly made, action-fashioned shoes give your players more confidence, contribute to higher scoring.

**FORTIFIED LIVE RUBBER SOLE
AIDS CONTROL . . . REDUCES FATIGUE**

Special rubber compound won't pick up wax, dirt or varnish.
Pivot cushion block soaks up shock, lengthens sole life.



OFFICIAL

POWER HARNESS UPPER
Rugged, loose-lined Dura-Duk. Perfect fit, extra strength from 3-ply quilted vamp. Air vents in side and toe.



**TRIPLE CUSHION
ARCH-GARD®**

Cushions 3 vital points: metatarsal arch, long arch, heel. Absorbs shock, reduces fatigue.

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THE HI-SPEED BASKETBALL SHOE

by **BALL-BAND** Milwaukee, Indiana

FREE SCOUTING BOOK

Complete with invaluable diagrams and charts for scouting opponent's plays and players. Write for your personal copy today.



SOLD THROUGH BETTER SHOE AND SPORTING GOODS DEALERS.

'45 to '225...
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**20 different boards
to fit YOUR needs**

WATER SPRITE starts at \$45

Most popular board ever built. Low in price,
high grade board of Douglas Fir lumber. Quality
and dependable service built in. Tips reinforced with
cold rolled steel "blind" stitch bolts. At no extra cost,
board is finished with new Polyrestys SaniTread, eliminating
need for Cocoa Matting. Made in lengths of 8' to 16'.

**EUREKA LAMINATED FIBERGLAS®
DIVING BOARD starts at \$135**

Supreme achievement in diving boards

Improved flexibility and "added" lift.

Great tensile strength with FIBERGLAS... sunproof, waterproof.

Wood core of finest Douglas Fir lumber laminated with strongest glue.

Face of board finished with slip preventative abrasive
imbedded in plastic resin... no matting needed.

Easy to keep clean, sanitary.

Three year warranty.

No Eureka Laminated FIBERGLAS
diving board has ever broken!



*the complete
headquarters for
swim apparel and
accessories since 1883*

OCEAN POOL SUPPLY CO.

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**FREE... send for catalog D
of complete line.**

material for sportswriters and sportscasters.

The schedule for the current season is listed, along with last year's record. The coaches are denoted and once a year an "athletic" biography of them is included. This information is inserted only once a year because the athletic department feels that primarily the brochure should provide information about the athletes rather than the coaches.

After the listing of the coaches comes the roster of the varsity squad with such information as the year, height, weight, and previous letters won (in the respective sport) by each boy. A brief biography of each varsity athlete is also included, furnishing such information as other sports played and general athlete ability, plus records held and awards won.

The brochure is completed with a roster and schedule for the reserve or jayvee squad. The publication is illustrated with drawings and cartoons of sports figures to make it more interesting and attractive.

Portage sends its brochures to WKZO and WKMI (Kalamazoo) and to the sports department of the Kalamazoo Gazette, all located eight miles from the school. It also sends one to the Grand Rapids Herald, about 65 miles away, and to all athletic directors in its conference (Wolverine League).

Coaches of all opposing teams also receive copies, as well as faculty and school board members desiring them. No copies are distributed to students or the general public.

Sportscasters and sportswriters have expressed their appreciation for the Portage brochure and have declared that it saves them much time and phone calls. They feel it's a definite aid to have such material at their fingertips.

With sports occupying such a conspicuous role in community life, high schools all over the country can promote fine public relations by publishing such a brochure. The cost and effort are small compared to the good will thus achieved.

STRETCH...



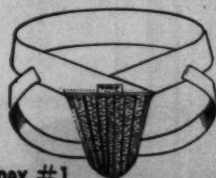
TURN...



BEND...



Patented "V" Waistband assures balanced support

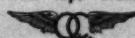


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Insist on OLYMPIC CHAMPION

No twist of the body can cause the pouch to pull, slip or droop. Because both ends of the waistband are sewn to the pouch for even support.

Also: Apex No. 3, designed to hold protective cup. Order today.



THE O-C MANUFACTURING CO. • 5 Center Ave.
Little Falls, N. J.

FREE HOOP EXHIBITIONS

BUNNY Levitt, world's free-throw champion, is offering his services free of charge to any team, YMCA, club, school, or other organization. He will teach the players all types of foul shooting and will show movies of championship college, all-star, and pro games (in color). Write immediately for a date to Bunny Levitt, Converse Rubber Co., 241 Church St., New York 13, N. Y.

Give and Go

(Continued from page 9)

must move to a corner and work his way up the side of the court—being constantly alert for a pass from the teammate about to employ the "give and go."

The offense, as a necessary corollary to the "give and go" situation, must keep the center open for the cutter. The use of the pivot man as a post (in the over-the-shoulder and cut plays) doesn't interfere with this corollary. The post should be high, around the top of the foul circle, leaving ample room for the cutter underneath the basket.

When the post resorts to pivot-play feeding, the cutter and the pivot man combine to create the effect of a wide-open middle.

Against zone defenses which always clog the middle, the "give and go" cannot be employed as effectively. It can be employed to move the ball and the passers by a single defensive opponent in a given area at any one time; and a series of such smaller thrusts can move an offensive player with the ball into a vital scoring area. But as a single scoring thrust, the "give and go" loses some of its effectiveness (against zone defense).

Against man-to-man assignments, however, the "give and go" remains a thrilling, potent, and easily adaptable weapon.

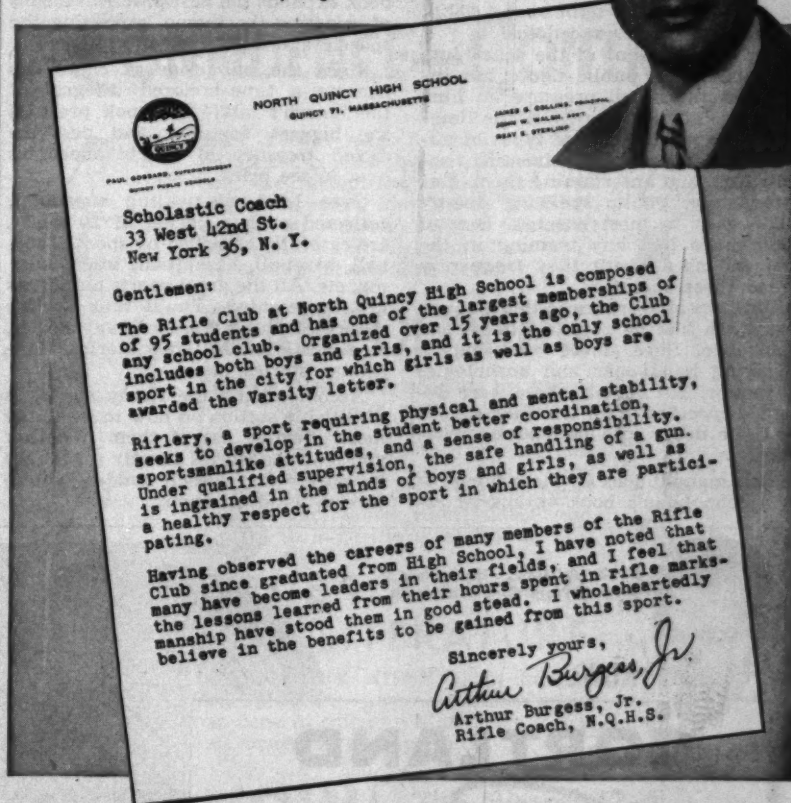
Though give-and-go basketball requires quick thinking and a lot of court savvy, it can be fairly well mastered by constant practice. The basic moves—as outlined in this article—can be worked as drills until the boys are thoroughly familiarized with the patterns. The players should then be able to utilize them under game conditions.

Naturally, the more practice and game experience the players get, the easier it will be for them to size up the situation and pull the right move.

THIS is the second of two brilliant articles by Bobby Sand, former Nat Holman assistant at City College of New York and now a crack scout for the Rochester Royals of the NBA. Last month he blueprinted the mechanics of an offense embodying five moving pivots. Bobby may be reached at 160-53 17th Ave., Whitestone 57, Queens, New York, N. Y.

"Riflery promotes coordination, sportsmanship and responsibility"

writes **Arthur Burgess, Jr.**
Rifle Coach, North Quincy High School



Remington will help you plan the organization of a rifle club and the building of a range. As a starter, we shall be glad to send you, free, an interesting, fully illustrated booklet containing instructions on the operation of a rifle club—including information on equip-

ment, marksmanship, target shooting, the construction of rifle ranges, and many other subjects of practical value. Just fill in the coupon and mail it to Rifle Promotion Section, Remington Arms Company, Inc., Bridgeport 2, Connecticut.



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"If It's Remington—It's Right!"

"Matchmaster" and "Kleanbore" are Reg. U. S. Pat. Off. by Remington Arms Company, Inc., Bridgeport 2, Conn.

Remington Model 513T "Matchmaster" bolt action target rifle. A high-quality target rifle with all features for match shooting in all positions. Exceptionally fine accuracy. And Remington 22 ammunition with "Kleanbore" non-corrosive priming.

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Please send me, free, the Instructor's Manual on the operation of a rifle club.

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New Books on the Sport Shelf

- **SPEAKER'S TREASURY OF SPORTS STORIES.** By Herman L. Masin, Pp. 288. New York: Prentice-Hall, Inc. \$4.95.

HERE'S a tremendously useful book that REALLY fills a long-felt need—a complete manual for the coach public speaker, replete with over 1,000 of the funniest sports anecdotes!

The development of the coach into an outstanding public figure has intensified the social pressure on him, and he is now constantly in the lime-light, addressing diverse types of audiences—impromptu, educating, haranguing, and entertaining them. Unfortunately, public speaking doesn't come easy to most coaches. Few of them have had any training in the art, and as a result they frequently dread these chores.

Until the appearance of this manual, the coach had no recourse to textual assistance. Sure, there were public speaking handbooks and anthologies of humor. But none of these were designed specifically for the coach—none of these dealt with his special problems.

This manual does all these things. It is a schoolman's book—prepared es-

pecially for the coach, physical educator, and administrator. It contains everything the high school and college man requires for his public speaking responsibilities.

In simple, terse, meaty fashion, the book expands the best practical means of selecting the theme, preparing the speech, and delivering the talk.

Since the humorous anecdote has become a time-honored integral of the "coach's talk," the book presents the biggest, funniest, and best indexed treasury of sports anecdotes ever to see print.

Over 1,000 rib-tickling anecdotes, collected over a period of 20 years, are carefully classified by sport—football, baseball, basketball, track, boxing, etc. All the great sports humorists are represented. You'll find Rockne stories, Hickman stories, Leahy stories, Gomez stories, McGraw stories, Conzelman stories, etc.

Accompanying the funny stories is a valuable section on how to make the most effective use of them. Whether you read the stories strictly for laughs or purely for speech fodder, you're sure to wind up happy.

Rounding out the text and enhancing its usefulness is a special section of actual speeches delivered by famous sports personalities. These have been carefully chosen as outstanding examples of the various types of "coach's talks," and much can be gleaned from a close analysis of them.

Every effort has been made to make this manual as practical, useful, and entertaining as possible. Coaches who apply the principles expounded in it are bound to improve their public speaking ability.

The caliber of the writing, the selection of the humor, and the organization of the material are impeccable. And why not? The author, Herman L. Masin, happens to be editor of *Scholastic Coach* and who is in better position to know exactly how to fill the coach's needs?

- **INTRODUCTION TO PHYSICAL EDUCATION, HEALTH EDUCATION AND RECREATION.** By Margaret M. Duncan and Ralph H. Johnson. Pp. 388. Illustrated—photos. New York: Prentice-Hall, Inc. \$4.95.

PLANNED for young men and women preparing for careers in the field, this text answers clearly and thoroughly all the questions they're likely to ask.

Chapters 1-3 discuss physical education, health education, and recreation as professional careers, provide information on opportunities in these and related areas, and examine the problems of estimating and appraising personal qualifications.



BOBBY RIGGS... Three times World's Professional Champion

NOW...

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"PERSONAL" RACKET

Personally designed and used by Bobby Riggs, three times World's Professional Champion, two times National Singles Champion... and former Wimbledon Champion

It's here... 1954's outstanding new tennis racket! And it's one you'll want for your team.

Your players will find the "Bobby Riggs" Racket stronger, livelier, longer-playing than any racket they've ever played. No built-in strains or stresses to cause frame fracture because it's Radio-Frequency Bonded.

See the "Bobby Riggs" Racket at your sporting goods dealer's or pro shop... where you'll find other fine Cortland Rackets on display. Remember: if it's Cortland, it's American-made.

On the courts of the land, it's

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Chapters 4-7 present the problems of college life and adjustments, the importance of leadership abilities, and provisions for developing professional skills during undergraduate years.

Chapters 8-9 deal with the aims and purposes of physical education, etc., and discuss the professional status of these fields.

Chapter 10 presents information concerning opportunities for employment and methods of securing placement both during and after college; and the final chapter provides practical suggestions for continued professional growth in a career.

The appendices include related materials that supplement chapter discussions, while the problems at the end of each chapter, the selected chapter references, and the final bibliography offer opportunities for further study.

- **SECONDARY SCHOOL ACTIVITIES.** By Frederick C. Gruber and Thomas B. Beatty. Pp. 305. Illustrated—photos. New York: McGraw-Hill Book Co. \$4.50.

NOW that the student activity program is recognized as an essential part of the secondary school program, it's important to review the great mass of experimental, practical, and theoretical material in the field and to set forth a comprehensive, unified, and practical treatment of the subject.

This massive project is beautifully executed by the authors, and their book should offer concrete assistance to all schoolmen. The authors cover the field in 17 extensive chapters. The first two chapters establish the background and general principles upon which the student activities are based, while the rest of the book offers specific suggestions for carrying them out.

The specific chapter headings include: Administration of student activities, financing and promoting, the home room, student participation in school control, speech-dramatics-dance, music, club programs, health-physical education-recreation, school assembly, student publications, content and make-up of school publications, social program, commencement activities, activities in cooperating agencies, and evaluating student activities.

The book is excellently written and contains extensive bibliographies at the end of each chapter.

- **INTRAMURAL SPORTS (A Text and Study Guide).** By Harris F. Beeman and James H. Humphrey. Pp. 96. Dubuque, Iowa: Wm. C. Brown Co. \$2.75.

EVERYBODY connected with intramurals—either as instructors of professional courses or as administrators of high school or college programs—will find this 8½ by 11 inch looseleaf study guide extremely valuable in their work.

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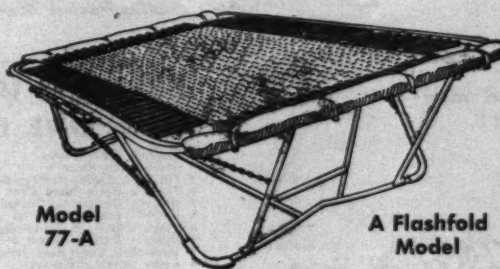


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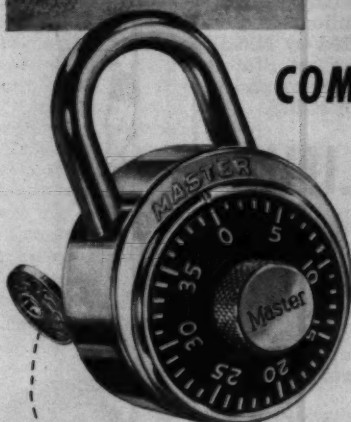
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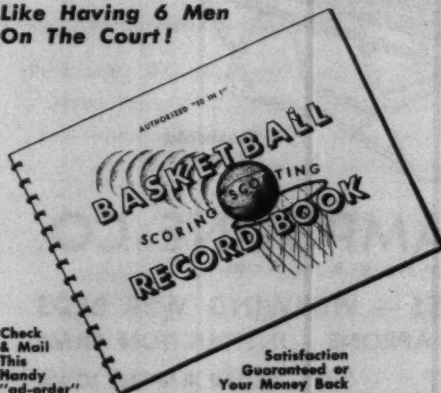
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of the intramural department, competitive units, facilities and time allotment, activities (for all seasons, indoors and outdoors), point systems, awards, rules and regulations, schedule making, financing, promotion, recreation, and other pertinent components.

The material is arranged in a series of sequential units, with each unit containing a summary and overview of the topic in question along with a number of study questions and assignments.

- **WATER STUNTS.** By George G. Hyde. Pp. 32. Illustrated—drawings. New York: Boys' Clubs of America. 50¢.

DESIGNED for use in both beginning and advanced swimming classes, this attractive little booklet presents 115 specially selected water stunts that add the element of fun to the teaching of swimming skills. The stunts (which are integral parts of the Boys' Clubs of America Standards of Accomplishment Aquatic Program) constitute invaluable aids to good watermanship and as such should prove extremely helpful to all aquatic instructors.

- **SPORTS INJURIES.** By Dr. Christopher Woodard. Pp. 144. Illustrated—photos and drawings. Published in England. Distributed in U. S. by Track & Field News (P. O. Box 296, Los Altos, Calif.). \$3.

PREVENTION and active treatment of all sports injuries are presented here in such a way that everybody—coach, trainer, or masseur—will have no difficulty carrying out the prescribed treatments, manipulations, and exercises.

Dr. Woodard writes with the clarity born of long familiarity with his subject. An athlete himself, Dr. Woodard has run an orthopedic clinic for athletes, was honorary medical advisor to two British Olympic teams, and now treats many of the best-known athletes in Britain.

In addition to covering active treatment of injuries, this book is of great value for its commonsense views on training. It also contains a useful classified list of injuries, and remarks on such subjects as diet and staleness.

- **ATHLETIC DIRECTORS' HANDBOOK.** By John Harold Griffin. Danville, Ill.: School Aid Co. \$4.75.

FULL of down-to-earth practical ideas, this booklet offers many extremely useful methods of organizing athletic squads, trips, activity finances, and all the other vital details connected with athletics.

The book is ingeniously printed on pages the size of ordinary typing paper (11" x 8") with the spacing and printing the same as standard typewriter type, thus simplifying the reproduction of the forms. All you have to do is check the forms you want reproduced and, zip, your typist will do the rest!

All in all, the book contains 40 essential forms. Athletics directors and

coaches in both high schools and colleges will find this book a tremendous time-saver and efficiency-improver.

- **YARD GAINER FOOTBALL RECORD AND SCORE BOOK.** By Warren G. Smith and Norman G. Smith, Sr. Danville, Ill.: School Aid Co. \$2.50

THIS easy-to-keep record book shows who's tackling, who's gaining, what happened, and all the other important details of the game. It records each play of both teams, including ball-carrier, tackler, yards gained or lost, passer, receiver, kicker, penalties, scoring, etc.

As such, it represents a practical aid both during the game and after the game to determine strong points, weaknesses, and future strategy. Complete game and season records and summaries of team and individual performances are provided for.

The book is 12" wide by 9 1/4" long and should prove valuable to coaches, scouts, scorers, and sportswriters.

NEW FILMS

- **BANNISTER'S 4-MINUTE MILE.** 16-mm. sound, 6 minutes. Rental, \$1.50 per day; sale, \$32.50. New York: British Information Services.

EARLY last May, the world was thrilled to hear that Roger Bannister, a young English medical student, had become the first man in history to run the mile in four minutes. (His actual time was 3:59.4.)

Bannister's 4-Minute Mile shows the complete run without interruption. The camera stays on the runner from the beginning of the race to its exciting climax, when Bannister "kicks" away from his pace-makers and runs himself out to produce his epochal timing.

The film does a fine job of catching every nuance of the race, and it is strangely exciting. You get the feel of history in the making, from the time the runners are shown stripping off their sweatclothes until the smashing climax when Bannister really starts pouring it on.

Track coaches will find the film both thrilling and valuable as a training medium.

- **1952 OLYMPIC TRACK AND FIELD GAMES.** 1800 feet of 16-mm. film, silent, black and white. Produced in England. Distributed in U. S. by Track & Field News. Rental, \$25 per week; sale, \$160.

GUY Butler, official photographer of the International Amateur Athletic Federation, shot the 1952 Olympics on orders of the IAAF. The result is a film produced solely for instructional purposes.

Every Olympic champion and most of the other place winners are shown in action. Most of the film is in slow motion, with much of it at the doubly slow 128 frames per second. Fully titled, this film is most useful to coaches and athletes alike.

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Ideal Meals for the Athlete

DAILY • PRE-GAME • HALF-TIME

THE matter of providing optimum nutrition for the athlete should combine our scientific knowledge of nutrition with the practical information gained by coaches and trainers over a period of years.

In our first article in the September issue, we discussed such considerations as caloric intake, protein intake, carbohydrate and fat, and vitamins and minerals.

The question of time and frequency of meals is naturally of prime consideration. A common athletic malpractice is eating too large a noon meal. This leads to postprandial lassitude that tends to make the athlete sluggish during his practice period.

An ideal regimen might be constructed as follows:

Breakfast: Eat a good solid breakfast, including such foods as bacon and eggs, toast, cereal, orange juice, and milk. It's doubtful whether "stimulating" beverages, such as tea, provide anything of nutritional value. In fact, the caffeine-containing beverages may actually impair muscular efficiency. The competitive stimulus offered by the sport itself should be all that's needed to "steam up" the lad to optimum efficiency.

Lunch should be a relatively small, easily digested meal, consisting of soup, a sandwich, a glass of homogenized milk, and perhaps fruit for dessert. This noon meal should provide approximately 12 ounces of food. Such a meal is quick-

ly digested, doesn't lead to postprandial lassitude, and allows the athlete to go out to practice without the sluggish feeling often produced by large, heavy lunches.

Mid-Practice Snack: Scientific coaches might well experiment with a mid-practice snack—feeding the athlete something like a cup of bouillon and a small sandwich during a rest period in his practice session. Evidence would indicate that a light snack after a long period of activity provides an additional lift which allows the individual to concentrate and perform more effectively.

Evening Meal. Before the evening meal, it's desirable for the athlete to rest and relax and come to the table in a "peaceful" frame of mind. Too often the athlete rushes from the shower into his clothes, rushes immediately to the table, gorges himself, eating as rapidly as possible, and then like an overstuffed bear waddles off to doze away instead of buckling down to his school work.

If he comes to the table with a relaxed feeling and eats his meal with some degree of refinement, he'll develop an improved cultural attitude toward eating and will provide his digestive processes with an opportunity to readjust themselves to the problem of handling a substantial intake of food.

This evening meal should provide the bulk of the day's caloric needs. It should include a liberal serving of

meat, potatoes, vegetables, salad, a pint of milk (preferably homogenized), and the athlete's choice of dessert.

Following this evening meal, the athlete can take a short walk at a comfortable pace in order to stimulate metabolism, then return to his room for study. Before retiring at a reasonably early hour, the young, growing athlete can have a bedtime snack (but not a feast).

A glass of milk, a milkshake, a malted milk, or something of this kind, along with a single small sandwich and perhaps a piece of fruit, is certainly not unreasonable and confers good additional nutrition.

This type of dietary regimen stresses the importance of not eating too much at any single meal, but distributing the total caloric needs over several of the meals. It emphasizes (1) a generous, adequate breakfast, (2) a light lunch, (3) an in-practice very light snack, (4) a solid, satisfactory, well-balanced evening meal, and (5) a snack at bedtime—avoiding stimulating beverages in general.

The Pre-Game Meal is a vital concern of every coach and athlete. It should be clearly understood that there's no magic food substance which will provide the athlete with unusual ability on the day of the game. Good nutritional practices during the entire period leading up to the contest are certainly of far greater value than any special recipe on the day of the game. This is like locking the door after the horse has been stolen.

In fact, because of the tremendous emotional strain on the day of a contest, it might perhaps be better for some athletes to eat nothing at all or certainly very little. The meal requiring emphasis here is the early morning breakfast, with an amount of food taken later in the day in accordance with the individual's desires and needs.

Because of the emotional factors which delay digestion of food, it's generally desirable not to have a heavy meal less than three to four hours prior to actual game time. Again this is often a highly individualistic matter, but the young athlete should be warned that eating a big steak before game time is more likely to hurt than help him.

It also seems reasonable to assume that easily digested foods, such as carbohydrates, are to be preferred to the customary heavy protein meals prior to game time. One can-

By **EDWARD D. O'DONNELL**

Supervisor of Athletic Conditioning, Yale University
and

DR. WILLIAM A. KREHL

Assoc. Professor of Nutrition, Yale Medical School

not over emphasize the fact that the athlete's feeding during his long weeks of training are far more important than any specific diet on the day of the game.

That mid-practice snack experiment (mentioned previously) might also be attempted during the half-time intermission of games. This snack would consist ideally of a cup of bouillon and perhaps half of a light sandwich, such as peanut butter and jelly or honey. This is again based on experimental evidence that after heavy activity, a small easily digested meal tends to improve the ability to concentrate.

Eligibility Traps for H. S. Athletes

MANY high school athletes entering college discover belatedly that they are ineligible for intercollegiate competition because of some unsuspected breach of the amateur code.

Since an ounce of prevention is worth three pounds of cure, the Eastern College Athletic Conference—composed of 99 outstanding colleges—is now distributing eligibility placards listing some of the more common ways in which athletes unwittingly jeopardize their amateur standing or lose their eligibility for competition in the ECAC.

Coaches can render their boys a service by bringing these points to their attention. According to ECAC rules of eligibility, you will be ineligible if you:

1. Permit the use of your name in commercial advertising.
2. Participate in an athletic contest under a false or assumed name.
3. Receive payment or accept a gift or loan for playing, coaching, officiating, or teaching any sport.
4. Sign a contract with a professional team even though you receive no payment therefor.
5. Receive expenses from a professional team.
6. Participate in a public boxing contest not conducted under intercollegiate or interscholastic auspices.
7. Box against a professional. (Nos. 6 and 7 make you ineligible for intercollegiate boxing.)

You will risk loss of eligibility if you:

8. Practice or try out with a professional team even though you receive no expenses or payment therefor.
9. Play in any sport with a professional team or with professional players.
10. Receive compensation for a radio or TV appearance.
11. Accept an award which doesn't comply with certain specifications as to value, type, and source.

Caution: Ignorance of the rules does not make them any less binding.

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When strain or over-exercise leaves muscles stiff, sore and aching... get deep-down relief fast with new, greaseless Minit-Rub!

New Minit-Rub combines 3 pain-relieving prescription ingredients with soothing lanolin—in a special vanishing cream base.

So its medication starts action faster—faster than greasy rubs, faster than pain tablets! And unlike harsh-irritant rubs, new Minit-Rub won't burn your skin—yet its penetrating heat sensation relieves pain even deep-down.

Use new Minit-Rub for muscular aches, pains, strains—as a chest rub for cold miseries, too. All drug counters—39¢ and 69¢.

Greaseless! Stainless! Applies like Vanishing Cream!

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FROM KENTUCKY — "Ting is the only remedy I've found to date!"

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Ting is different. It combines the better contact of a cream with the drying, deodorizing quality of a powder. Easy to use, it does an amazing 2-way job.

1. **Ting** kills specific types of Athlete's Foot fungi on 60-second contact.
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3. **Ting** is greaseless, stainless — never messy!



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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

KING of all the coaching pessimists was Gloomy Gil Dobie, who achieved immortality at Cornell during the early 1920's. The Big Red lost nary a game for three straight seasons. After it wrapped up its third unblemished slate, a reporter rushed up to Dobie and pumped his hand enthusiastically. "Congratulations on a great team," he gushed.

Gloomy Gil looked at him coldly. "If this is a great team," he said, "then the human race must be degenerating."

Evil days befell the gloomy one in the late 20's and Cornell's stock hit the bottom. The crusher was a 49-0 licking by Pennsylvania. "Gee, coach, wasn't that sad?" remarked a fan after the clobbering.

"Sad!" retorted Gloomy Gil. "You don't know what sorrow is. Wait till next year!"

"Anyway," another bystander commiserated, "it's still a treat to see your teams in action. Nobody else can teach backs to start so fast."

"That's the trouble," answered Dobie dryly. "They get to the tackles too soon!"

When Hughie Devore was coaching at NYU and things were going from worse to terrible, it was suggested that he try Dobie's psychology.

"I wouldn't dare tell my kids how bad they are," Devore demurred. "They'd believe it."

A Stanford sweep against USC in 1935 wound up with a Trojan flat on his back. Jimmy Coffis, the Stanford right half, rushed toward the injured opponent and started vigorously massaging his leg. After a while, the fallen hero rose, flashed a smile of gratitude at Coffis, and trotted back to his position.

As Coffis returned to the Stanford backfield, his fullback, Bobby Grayson, slapped his back. "That was a real nice sporting gesture, Jimmy."

Coffis smiled deprecatingly. "It's like this, Bobby," he said. "I didn't want to see that fellow taken out of the game. He's the easiest guy to block I've ever had."

Greasy Neale and Jack Lavelle were having dinner together back in the days when Greasy was coaching the Philadelphia Eagles. "I wish my boys had more intellect," Greasy sighed. "While having practice on pass defense this afternoon, I heard one of my backs ask a lineman, 'What time does the train leave tonight? Will there be a diner on it? Is it a large diner?' Some way to learn defense, isn't it?"

"What's wrong with that?" innocently inquired Lavelle. "The fellow was merely perfecting his defense against hunger."

J. C. Caroline ripped through Minnesota for 205 yards last fall, but a Gopher zealot scoffed, "All Caroline can do is run."

"Yes," snapped a proud Illini fan, "and all Bing Crosby can do is sing."

Those fabulous Centre College teams of the early 1920's were coached by the inimitable Charley Moran. A shrewd publicity man, Charley pinned the name "Praying Colonels" upon his clubs. "My players hold a prayer meeting before every game," he declared. Charley was delighted when Grantland Rice popularized the nickname on a national scale.

One afternoon the Centre College team was checking into a New York hotel when Moran happened to see Rice entering the lobby. The quick-witted Charley snapped his boys to attention.

"Down on your knees quick, you so-and-sos," he hissed. "Here comes Grantland Rice!"

Little Centre made headlines in 1921 by upending proud Harvard, 6-0. Before the game, Moran was greatly concerned with his team's morale. They had been beautifully entertained by the Crimson reception committee, and Moran feared they might have lost their fighting edge. Before sending them onto the field, Moran gave them a brief talk.

"Listen," he said, "I know you've been nicely treated by those Harvard chaps, but just remember one thing when you get out there: *Everyone of those bums votes the straight Republican ticket!*"

Here are the nation's top 25 teams over the past quarter century (records include post-season games, with ties not counting):

	W.	L.	T.	Pct.
Notre Dame	184	37	15	.833
Tennessee	190	44	13	.812
Alabama	180	50	12	.783
Army	165	56	16	.747
Michigan State	146	51	15	.741
Duke	166	60	12	.735
Michigan	153	59	9	.722
Oklahoma	157	67	21	.701
Ohio State	139	61	14	.695
So. California	164	73	21	.691
Holy Cross	153	74	15	.674
Tulsa	154	75	15	.673
Texas	161	79	11	.671
Fordham	115	57	14	.668
Villanova	141	71	11	.665
Minnesota	133	69	12	.658
Georgia	163	85	14	.657
Boston Col.	125	67	15	.651
Detroit	137	74	7	.649
Louis. State	149	84	18	.639
California	157	89	11	.638
Pennsylvania	124	72	12	.633
Tulane	143	83	12	.633
Stanford	129	75	16	.632
Texas Christ.	158	92	18	.632

After the Giants copped the pennant late in September, clubowner Horace Stoneham celebrated with Eddie Brannick, the club secretary in charge of travel arrangements. Eddie started as an office boy 50 years ago and his love for the Giants is one of the great romances in sports history.

"When I die," he told Stoneham, "I want to be buried in a Giant uniform. But please make sure it's the home uniform and not the traveling one."

Ever hear of a ball club using four third basemen in 1½ innings? That was Washington vs. the Yankees on September 21. Oldis was the starter. He took his turn at bat in the first, then left the game. Yost took the field and played the position against just one batter. He was then replaced by Terwilliger. After one out in the bottom of the second inning, a sharp grounder struck the Senator short-stop on the chin, necessitating his withdrawal. Terwilliger was then moved to short and Dietzel became the Senators' fourth third baseman.

All this moving around stemmed from the Senators' effort to prolong Yost's consecutive games-played streak—which is now in the 800's. For the better part of a week, Yost, in-

capacitated with an injury, was injected into the lineup for just one man. These token appearances kept the streak alive. Some way to earn a record, eh? If Yost keeps this up, he'll break Gehrig's consecutive game streak (2130) without playing a game!

Like others in his league, this ten-year-old Little Leaguer had ambitions of baseball greatness. He would practice after school each day in the spring, and all day long during the summer. Nothing could discourage the boy in his tireless efforts to become the best player in his town.

After a particularly rough session one day, the boy called his father out to the backyard and proudly announced that he was "hitting them over the fence every time."

"Watch this, Dad. I'm going to be a home-run hitter for sure."

He tossed the ball high with his left hand and took a mighty swat at it with his bat as it came down. He missed.

"Strike one," he shouted.

So he tried again. He took careful aim this time and swung harder. But again the bat fanned the breeze.

"Strike two," yelled the youngster.

The third time he swung at the ball, he spun completely around and landed face down on the ground.

"Strike three," he called lamely as he wiped the dirt from his mouth.

Worried about his son's wounded pride, the father ran to help the boy up to his feet. But his alarm was hardly justified. The boy looked up and beamed at his father.

"A shutout, Dad," he enthused, "you know, maybe I'm not going to be a home-run hitter, but I sure am going to be a great pitcher."

Publicity makes the world go 'round—and the dollars jingle. Take Paul Giel, for instance. Paul's fabulous football feats at Minnesota made him famous the nation over. So when it was discovered he was also a great baseball pitcher, the big league scouts came running. The Giants finally signed him up for \$60,000.

Now here's the joker. Paul didn't even make the All-American college team! Top college pitcher for 1954 was Paul Ebert, the crack Ohio State basketball star. (That ought to make Ebert worth at least \$60,001!)

The No. 1 catcher, by the way, was none other than Michigan State's All-American quarterback, Tommy Yewcic—who signed up with Detroit.

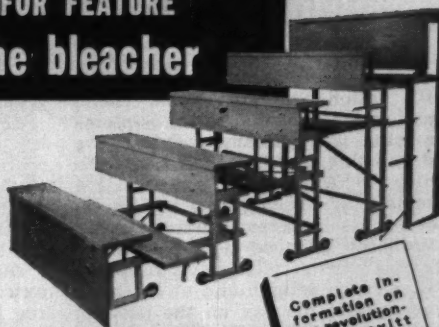
During one week last season, O'Neal Cave, hoop coach at Piedmont College must have seriously considered learning another trade—reports Joe Axelson, former Camp Gordon hoop coach now sports publicity director at Georgia Teachers College.

First Georgia Teachers College beat Piedmont 97-94 in an overtime—after tying the score in the final two seconds of play. Then Camp Gordon tied GTC on a three-point play in the last three

(Concluded on page 53)

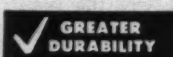
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An engineering triumph with 10 brand new protective features—engineered protection personified—the perfect THIGH PROTECTOR for all colleges and high schools.

AIR-PAD and BRACE Co., Elyria, Ohio

Unique Coach's Pay Scheme

THE nation-wide survey on coach's pay which appeared in the September issue was extremely interesting and valuable, and has encouraged the writer to forward a compensative scheme that's been producing excellent results in several Indiana areas.

Probably as good as any now in use, this scheme helps solve the problem of coach fatigue and at the same time equates his pay on the basis of time spent on the job. (I emphasize time because that must be the basis upon which pay is awarded—all other things being equal.)

This plan involves two factors. First is the scheduling of prospective athletes. We maintain that a boy participating in sports should not be allowed to engage in physical education. It doesn't make sense to give him two school periods plus after-school time in physical training.

For this reason, we place all our varsity athletes into one physical education class scheduled as the last period of the school day. During this period, the boys participate in their sport (in season) or take a modified speeded-up physical education pro-

gram the rest of the year.

The coach is not paid extra for this last period, whether he's serving as a coach during the season or as a physical education instructor in the off-season. The period is considered part of his regular teaching load—and rightly so.

During a sport season, however, an extra period is scheduled right after the last one. This period is over and above the regular teaching load and the coach is recompensed for it on a pro rata basis. In short, if the school observes a six-hour day, the coach receives one-sixth of his base salary, extra.

Naturally, the more years and higher training the coach possesses, the higher up in the salary scale he will be—and the more he will make for coaching. The coach will thus be compensated for his time and experience.

This coaching scheme has many advantages. It (1) saves the school money, (2) compensates the coach for extra teaching, (3) prevents over-fatigue among both players and coaches, and (4) makes for greater efficiency. The coach doesn't have to

wait for his boys (or vice versa) after school. Everybody is right there on the scene, in uniform.

Another important point: Under this set-up, the boys can be sent home at least an hour earlier than would be possible under the conventional after-school practice scheme. This is an excellent health and morale factor. It keeps the boys fresher and in better shape for their dinner and homework.

At this point, you might be wondering how it's possible to schedule all the athletes for that last-period class. The screening process is begun back in the 7th and 8th grades, when all the boys are encouraged to participate in sports.

Upon completion of the 8th grade, their coach submits a list of all the boys who are definitely athletic timber—as evidenced by their activity, grades and desires. These boys are automatically assigned to "Athletics" (or last-hour physical education).

Those boys who are not so assigned are given tryouts either before or after the season. If they show promise, they are then either rescheduled or scheduled for "Athletics" the following year—whichever is easier.

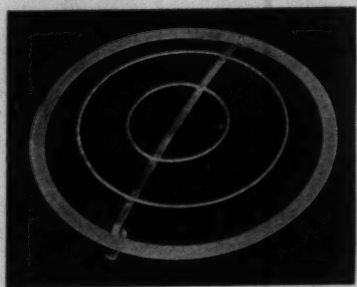
As still another check, anybody who shows promise in his regular physical education class is also rescheduled. This gives us practically 100% coverage of potential athletic material.

The administration of the last-hour class is simple enough. Let's assume you have a four-man coaching staff. During the football season, the football coach and his assistant will handle the football squad while the other two staff members will conduct the modified physical ed program for the other athletes (basketball, baseball, and track men).

When basketball rolls around, the basketball coach and his assistant take over their squad while the football coaches return to the modified physical ed program.

The same holds true for the spring sports—two coaches are always handling their sport while the other two are handling the physical ed program. Since most boys participate in at least two sports, the physical ed program is seldom overloaded.

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LARRY GRISWOLD

1812 Second Ave., S.E., Cedar Rapids, Iowa

Coaches' Corner

(Continued from page 51)

seconds of play—and went on to win 115-114 in overtime on a basket at the gun. It was the only time Camp Gordon led during the entire 45 minutes of play!

Between halves of a game at Colgate U., the visitors' band marched out on the field, played a couple of peppy numbers, and then lined up in front of the Colgate stand. There followed the usual shifting around of musicians as they prepared to spell out something for the Colgate fans.

When the word was finally formed, however, it spelled out PEPSODENT.

Walter Gillett, athletic director and coach at Wayland (Mich.) H.S., has been knocking 'em dead on the athletic banquet circuit with his take-off on that famous essay, "What Is a Boy?" He calls his piece, "What Is a Coach?", and it goes like this:

A COACH . . .

is a politician, a judge, a public speaker, a teacher, a trainer, a financier, a laborer, a psychologist, a psychiatrist, and a chaplain. It also helps if he is an astrologer or at least understands numerology.

He must be an optimist and yet at times appear a pessimist, seem humble and yet be very proud, strong but at times weak, confident and yet not over-confident, enthusiastic but not too enthusiastic.

He must have the hide of an elephant, the fierceness of a lion, the pep of a young pup, the guts of an ox, the stamina of an antelope, the wisdom of an owl, the cunning of a fox, and the heart of a kitten. It will also be to his benefit to develop the acting ability of a poker player with a pat hand.

He must be willing to give freely of his time, his money, his energy, his youth, his family life, his health and sometimes even life itself. In return he must expect little financial reward, little comfort on earth, little privacy, little praise but plenty of criticism.

However, a good coach is respected in his community, is a leader in his school, is loved by his team, and makes lasting friends wherever he goes.

He has the satisfaction of seeing boys develop and improve in ability. He learns the thrill of victory and how to accept defeat with grace. His associations with athletes help keep him young in mind and spirit; and he, too, must grow and improve in ability with his team.

In his heart he knows that, in spite of the inconveniences, the criticism, and the demands on his time, he loves his profession, for he is . . .

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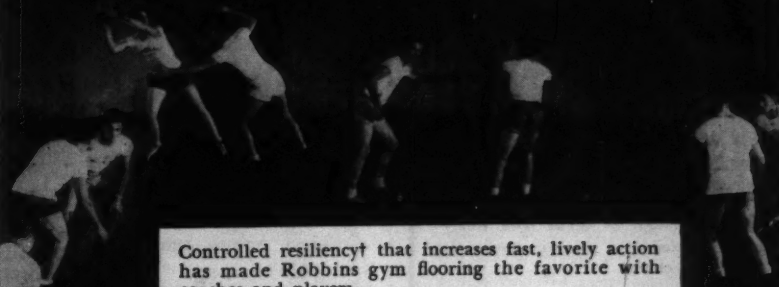
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All-Around Athlete Tests and Standards

By J. H. GRIFFIN

Athletic Director, Teutopolis (Ill.) H. S.

PHYSICAL education should provide an opportunity for every student to excel in some activity and gain recognition for it. What's more, it should give the varsity athlete a chance to shine in activities other than his favorite game.

At Teutopolis, we work toward this objective with an activity program called the "All Around Athlete" plan. It consists of 25 to 30 events which may be completed over a four-year span. The standards for these activities provide constant motivation for both athlete and non-athlete, and enable us to turn out well-rounded students rather than specialized athletes.

The accompanying chart lists the events and goals that have been employed with marked success over the past 10 years.

As you will note, there are 28 events from which to choose. The student is asked to do any 16 of them during his four years. They may be done in any order, and a

requirement once met need not be repeated.

However, the performance must be achieved before adequate witness. This usually means one of the coaches or a couple of the boys who've already completed that particular event.

While most of the minimum standards may not be good enough to win in interscholastic competition, they do require a degree of skill and endurance challenging to a boy. This has been helpful in selling physical fitness and the value of "training."

The records are kept on a large, handsome bulletin board on which the progress of all can be easily followed. The board is specially built of pressed hardboard, 6' long and 4' high, with $\frac{1}{8}$ " holes drilled into

EVENTS

Nearly every school sport and gym activity is represented in this testing program. Table shows standards for both "All Around Athlete" and "Almost An All Around Athlete" awards.

Events	AAA Standards	AAAAA Standards
100 yards	12 sec.	13 sec.
440 yards	60 sec.	65 sec.
880 yards	2:45 min.	3 min.
One Mile	6 min.	7 min.
Running Broad Jump	17'	15'
Running High Jump	5'	4' 6"
Baseball Throw	250'	200'
100-Yard Swim	2 min.	2½ min.
Handstand	10 sec.	7 sec.
Headstand	10 sec.	7 sec.
Rope Twirling	1 min.	30 sec.
Rope Skipping (cross hands left and right at least once)	150	100
Free Throws	25 of 28	25 of 30
Attendance: Perfect for	1 yr.	1 yr.
Scholarship: Average 85% for	4 yrs.	4 yrs.
Chin-Ups (Horizontal Bar)	13	10
Push-Ups	25	20
Belly Stretchers	25	20
Pull-Over (Horizontal Bar)	1	
Shoot Keyhole Without Miss		
Earn a Varsity Letter		
Handspring	1	1
Play 9 holes golf in not over 9 over par		
Win or Be on Winning Team in Intramural Tourney		
Rank in Upper 25% of Basketball Motor Ability Test		
Put 12-lb. Shot	33'	33'
Juggle 3 Objects	1 min.	1 min.
Jump Through Loop Formed by Holding Foot with Hand		

every square inch of its surface. All the events are painted on a panel of plywood which is fastened down the left side of the board with two or three small bolts.

A sign painter prepared this panel for us, and though it added somewhat to the cost it gave the board a highly professional appearance. The boys' names are typed on strips of paper exactly one inch apart across the top and bottom of the board.

As a boy completes an event, a peg is inserted into his respective hole for that event. These pegs are nothing more than simple golf tees, one color designating "All Around Athlete" achievement and another color connoting "Almost An All Around Athlete" achievement. (The latter set of standards, shown in the second column in the accompanying chart, offers a means of appealing to the lower classmen.)

Everytime a boy completes an event, he's awarded a handsome printed certificate which reads:

"All Around Athlete _____ has met the requirements for _____. His record was _____ The minimum requirement is _____ Date _____ Approved by _____ Title _____ Teutopolis Community High School, Illinois."

Upon completing his 16 events, the boy is presented with a small medal and his name is placed on a trophy board hanging in the main corridor of the school. Suitable ceremonies accompany the presentation.

The Teutopolis standards may seem high or low, depending on your area, but they can easily be adjusted to other situations. Other events may be added to conform with local interest, and a little experimentation will keep them within the ability range of your students.

The general idea is to make the boy "reach" for achievement, without making the standard so difficult as to be discouraging.

Activities of this type need a lot of motivation, and the peg board provides it. The board is easy to maintain and furnishes good visual evidence of achievement.

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Varsity Athletes Make Superior Scholars!

By **TOM CONNOR**

Alexandria (Minn.) High School

TO THE layman, athletes are "dumb"—all brawn and no brains—who somehow get through school by divine providence and the grace of kindly teachers.

Because of the adverse criticism leveled at athletes, schools, and coaches for poor scholarship among athletes, the writer felt a need to undertake a study dealing with this problem.

He accordingly launched an investigation into the 774 seniors graduating from Alexandria (Minn.) H. S. during the past five years, 1950-54.* Included in this number were 74 seniors who had lettered in the school's five interscholastic sports—football, basketball, baseball, track, and golf.

The purpose of the study was to determine the scholastic achievement and mental ability (I.Q.) records of athletes as compared to non-athletes and to ascertain what effect sports participation had on scholastic success.

The accompanying table presents the scholastic averages and mental ability ratings of (1) the entire senior class, (2) the senior lettermen, and (3) the senior non-lettermen for the years cited, together with the five-year averages.

An analysis of the table reveals that:

1. There were 774 students studied, 74 of these being lettermen, the remainder being non-lettermen.
2. The lettermen possessed a higher scholastic standing in every year except 1952.

3. The greatest scholastic superiority of lettermen was recorded in 1954, when the difference was 2.68 to 2.49 (class average) and 2.46 (non-lettermen).

4. The lettermen possessed slightly greater native ability.

5. In regard to mental ability as compared to achievement, the athletes' achievement was as good or better than non-athletes.

6. The scholastic average of the class, as a whole, improved each year.

7. Based on a five-year average, the athletes had greater mental ability ratings and achieved better.

8. The percentage of boys, in relation to the class as a unit, that earned awards remained approximately the same throughout the years of the study.

Further interesting data was discovered by comparing the scholastic achievement records of single and multiple letter winners.

In 1950, the three-sport men claimed a higher scholastic average than the two-sport men, and the latter exceeded the single-sport men in classroom work.

During 1951, the two-sport men were the scholastic leaders with virtually a "B" average, while the three-sport men exceeded the one-sport men scholastically.

In 1952, the one-sport men possessed the best scholastic record fol-

SCHOLASTIC AND MENTAL ABILITY RATINGS OF ATHLETES AND NON-ATHLETES AT ALEXANDRIA H. S., 1950-1954

Year	Number in Class	Number of lettermen	Number of non-lettermen	Class scholastic average	Lettermen scholastic average	Non-lettermen scholastic ave.	Class average I. Q.	Lettermen ave. I. Q.	Non-lettermen average I. Q.
1950	156	14	142	2.31	2.39	2.30	103	105	103
1951	130	11	119	2.35	2.59	2.33	105	105	105
1952	164	15	149	2.37	2.23	2.39	104	106	103
1953	141	14	127	2.48	2.56	2.47	105	110	104
1954	183	20	163	2.49	2.68	2.46	105	110	105
Total	774	74	700						
Five-year average				2.40	2.49	2.39	104	107	102

lowed by the three- and two-sport men in the order mentioned.

During 1953, the three-sport men were the academic winners, while the two-sport men exceeded the one-sport men in classroom performance.

The year 1954 showed the one-sport lettermen on top scholastically, with the three-sport lettermen again achieving greater than the two-sport lettermen.

Other pertinent findings were revealed by comparing the lettermen of one sport to the lettermen of other sports. From these comparisons, it was found that the golfers possessed the highest scholastic achievement record, followed by the basketball players, the trackmen, and the baseball and football players, who tied for fourth place. The difference in the native ability of the participants in the different sports was negligible.

The conclusions reached from this study were:

At Alexandria High School, the athletic teams are composed of boys with greater native ability and greater achievement records than the non-athletes.

The athletes, despite numerous hours spent in practice, games, and trips, achieved as well in relation to their ability as did the non-athletes.

The statement that athletes are all brawn and no brains remains unproved. Participation in athletic activity does not have an adverse effect on scholastic success.

It should be kept in mind that this study was limited to one three-year high school in one part of the State. A more inclusive study based on several schools or over a greater period of years may produce more conclusive results.

*Alexandria H. S. is comprised of the 10th, 11th, and 12th grades having an average annual enrollment of 525 students for the five years surveyed.

FOR the past six years, Tom Connor has been serving Alexandria (Minn.) High School in the four-way capacity of athletic director and football-basketball-baseball coach. A great all-around athlete, he won 14 letters at Hamline University—a record that still stands—before graduating in 1941. His article represents a synopsis of a study submitted in partial fulfillment for an M.A. degree at North Dakota Agriculture College. His findings lend considerable weight to the argument that athletes aren't necessarily muscle-bound "upstairs."

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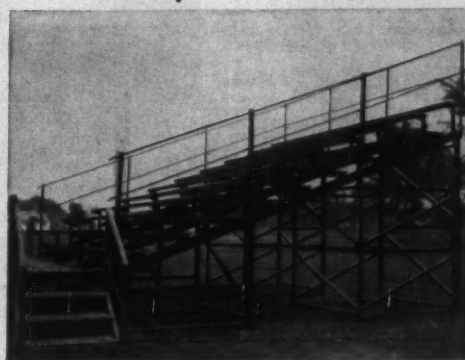
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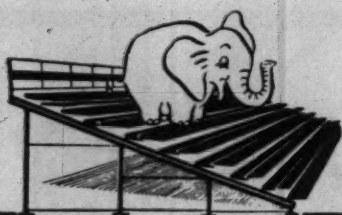


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Offensive Volleyball Skills

(Continued from page 38)

The diagonal spike also lessens the chance of the hand contacting the net, and makes it tougher for the defensive players to move to the ball and block the spike. With the set-up passer in the center-front position, he has the option of setting the ball to either of the side positions.

To assure a good set-up passer on the front line at all times, place the best set passers in the center front and center back positions at the beginning of the game. Place the spikers in the other four positions, putting the best two spikers in the right front and the left back positions.

With this line-up, you'll always have two spikers and one set-up man on the net. The set-up men move to the center front positions to set the ball after each serve, so they may have the option of setting the ball to the spikers on either side of the net.

Since a team can score only when it serves the ball, the serve is an extremely important fundamental. If you serve the ball into the net or out of bounds, you lose your opportunity to score. If, on the other hand, your serve forces the opponents to pass the ball back to your court, you can make a point with your spike.

The better teams try to hit a deceptive or hard serve that will nullify the opponents' chances of getting a good pass, set-up, and spike. The three styles of serves most generally used are the underhand, the overhead, and the hook.

The underhand serve is the most widely employed in high school play. Though it can easily be placed almost anywhere in the opposing court, it's generally dropped just over the net to the set-up man or to the back areas of the court.

To execute this type of serve, the right-handed player assumes a stride stance with the ball resting in the slightly advanced left hand. He begins the serve by swinging his right arm straight back and shifting his body weight to the right foot. As he brings the hitting hand forward, he shifts his weight to the left foot and brings his right arm forward in a pendulum motion, hitting the ball off the left hand.

The hitting hand may be open or closed (in a fist) and should follow through straight toward the target. The spinning underhand serve isn't

as effective as the underhand punch, since it's harder to place and generally easier to receive.

The overhead is becoming the most popular serve in the game because of its deceptive action in the air as it goes over the net. It is generally placed to the opponents' back line between two players.

The technique is similar in most respects to the underhand serve, except that it is hit overhead. Placing the valve toward the opponents' court and punching the ball so that it doesn't spin produces a serve that slides, dips, or rises. The ball should be tossed up about two feet overhead and struck as it reaches a spot about one foot overhead. Contact with the ball is made with the same hand positions as the underhand serve. The ball is "punched" with the palm part of the hand toward the net. The ball should be hit hard enough to clear the net by no more than two feet and land at the desired spot. It can be dropped just over the net or driven deep into the court, giving the receiving team little time to move into position to play it.

The hook serve is hit with a great deal of overspin and drops quickly into the opposing court. It's very difficult to handle when hit hard enough. The server stands with his side to the net and tosses the ball about two feet directly overhead. He then swings his hitting arm up toward the ball, hitting slightly up on the ball with plenty of wrist action. Contact with the ball is made about a foot directly overhead.

It's important to toss the ball directly overhead and to hit slightly up on it with wrist action. Otherwise the serve won't be effective.

COACHES SAY:

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PORTRAIT PUBLICATIONS
Columbus, Kansas

Stress Traversing

(Continued from page 18)

Unit XIII, Lecture: Class Management.

Class conducted by students

Unit XIV, Lecture: Ski Recreation—Elementary Level.

1. Games on skis
2. Stem turn, steep terrain
3. Simple races
4. Stem Christianna up hill

Unit XV, Lecture: Ski Recreation—Secondary Level.

1. Stem turn, steep terrain
2. Stem Christianna

Unit XVI, Examination — explain and demonstrate:

1. Walking on level
 - (a) one step
 - (b) two step
 - (c) kick turn
 - (d) step turn
2. Climbing
 - (a) side step
 - (b) traverse
 - (c) side step traverse
 - (d) herringbone
3. Downhill running traverse
4. Snowplow
5. Snowplow turn
6. Stem turn
7. Side slipping
8. Stem Christianna

Cross-Country Tour: Plan 5 mile course over mountain terrain. Plot on map, follow course with compass. Select camp site. Prepare for overnight bivouac, prepare (3) meals. Return with absolute course plotted on Topographical map.

Attacking the Zone

(Continued from page 14)

team first half-court against the zone, then full court for the most effectiveness.

It's also well to have both fan-shaped and rectangular backboards on which to practice. Some gyms have a fan-shaped board outlined in paint on a rectangular side practice board, and even this makeshift device helps in player adjustment.

By way of preparing for short or low-ceiling courts, the offensive team might be made to advance the ball to a point within the foul circle before beginning their offensive pattern (during practice sessions).

Many coaches fear the zone, and this fear is easily transmitted to players—with the result that the zone attack may seem to lack purpose and polish. By properly planning their zone offenses and by dedicating sufficient practice time to the individual and to the team, coaches can learn to respect the zone but no longer fear it.



Basketball Coaching Aids!

Playmaker Magnetic Demonstrating Boards

Traditional defen. and offen. X's and O's cling to these metal surfaces and slide easily.

- Invaluable coaching and teaching aids for both varsity team and physical education programs.
- Eliminates confusion and complexity of teaching plays and set-ups by old-fashioned chalk talks.

COMES IN TWO ATTRACTIVE MODELS.

MODEL P-T, Playmaker Traveler: 15" x 18" full court and half court on opposite sides. Perfect for bench, half-time and time-out huddles. Complete with magnetic figures and attractive carrying case.

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MODEL P-M, Playmaker Master: 2½' x 4' full court scale design. Beautifully framed and backed with masonite, allowing back to be used as bulletin board. Hang on wall, in gym or locker room.

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Sturdy wood tripod available to hold board upright for on-court use.

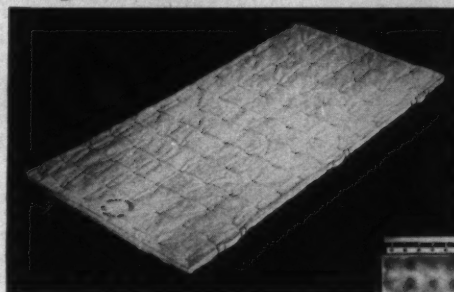
\$3.95, shipping weight 7 lbs.

Sold only through manufacturer

P. O. BOX 447, HIGHLANDS, N. J.

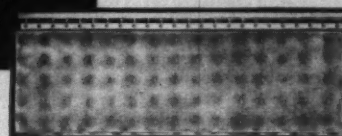
Sportsman
Inc.

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THE FINEST MAT MADE

The Atlas "Certified" line offers mats custom-tailored to your specifications from a wide variety of the finest felts and ducks. The Atlas "Economy" line offers the inherent savings of mass production in a complete range of stock sizes. Ask about plastic-coated and rubberized duck surfaces. You can't beat Atlas versatility.



SAFETY WALL PAD

Safety-minded coaches across the nation insist on Atlas Wall Pads as their backstops for basketball, volleyball and other indoor games. Whether your requirements call for plain or plastic-coated duck surfaces, Atlas is your best buy.

Sold Through Sporting Goods Dealers Exclusively

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ATLAS ATHLETIC EQUIPMENT CO.

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FD-60—Whether for football, basketball or baseball or any athletic event there's a Fair Play scoreboard to fit your need. Quick, easy to read Figurgam. Controlled easily by simple telephone dials.



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FF-15 like all Fair Play scoreboards is automatic, the clock flashes every second of the play. Get the latest facts—write today for your Free copy of "What's The Score."

FAIR PLAY MFG. CO.
73 Thayer St., Des Moines, Iowa

National Federation Grapevine

ON October 1, the Indiana H.S.A.A. made a distribution to member schools of more than \$90,000 of surplus funds. This brings the amount distributed to schools over a period of years to more than \$1,000,000. These funds have been used to improve the athletic program in each local school system.

Alabama. The state office has supplied sports editors with illustrations of play situations for use in newspapers to further acquaint the public with rules and related activities.

Safety Posters. The safety posters developed by the Football Safety Committee are being widely used. These emphasize the need for use of properly fitted suits, helmets, and shoes and of a properly conditioned field. In addition, attention is called to certain rules situations which promote safety. The production of these posters is a first step toward providing something tangible to implement the safety program.

Football Meeting. The National Federation Football Committee will meet at the St. Charles Hotel in New Orleans on January 6-7. The state executive officers will meet on January 8-9, while the N. F. Executive Committee will meet on January 5.

Annual Meeting. Definite reservation for the N. F. annual meeting has been made at the Marshall House in York Harbor, Maine. Date: June 26-29. This hotel will accommodate all who may desire to attend. Full information concerning attendance and reservations will be sent to every state office and board of control member in February or March. The 1956 annual meeting will be held at Grand Teton Lodge in Wyoming in late June.

Athletic Insurance. The road to satisfactory insurance coverage for athletic injuries has never been smooth. Innumerable problems have been confronted and these problems continue. Some center around the attempts of certain commercial companies to solicit accident insurance in the schools, but to provide coverage only for those activities which produce few injuries.

The practice has the effect of encouraging coverage where little coverage is needed and of discouraging coverage in activities needing it most. This tends to cripple the machinery established for covering all injuries.

The problem has reached the stage where a number of associations have felt it necessary to appeal to their schools to take a long-range look at the state of affairs which will be produced if schools fail to support their established machinery and associate themselves with the less extensive coverage.

Announcing . . .

INDIANA BASKETBALL

by Branch McCracken

Head Basketball Coach, Indiana University

Here is a comprehensive and detailed explanation of all phases of basketball as it is taught and played in Indiana, particularly at Indiana University. It explains simply and clearly the techniques of the game and answers the questions of coaches and spectators concerning systems of offense and defense, conditioning, training, handling of players, and other related problems.

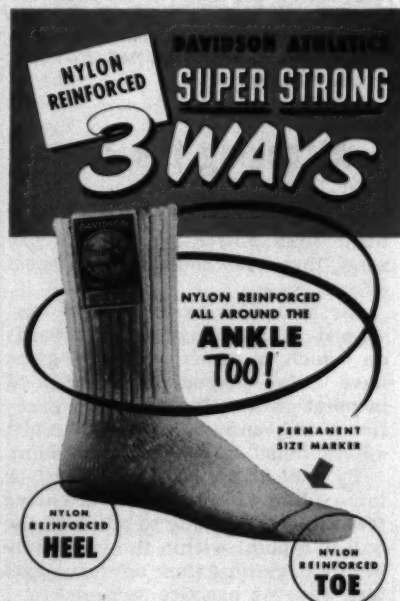
It presents a correlation of sequence pictures with clear, simple, step-by-step procedure in teaching techniques. It gives specific help to young coaches by presenting problems and solutions which are not concerned merely with basketball techniques, but with human relation problems.

224 pages 5 3/8" x 8"

To be published before the Spring semester

Send for your copy today

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70 FIFTH AVENUE
NEW YORK 11, N. Y.



We'll send you a free pair to wear yourself to prove their excellent quality. We have a complete line of all wool, wool mixtures and cotton. Write, state size of sample wanted. No obligations. For comfort and service, they can't be beat!

**JOHN B. DAVIDSON
WOOLEN MILLS, INC.**

15 Elizabeth St., Eaton Rapids, Mich.

More drastic measures have been taken in a number of states. Schools have been notified that if they choose to become associated with a cut-rate policy being offered for less extensive coverage, they will not be accepted for insurance as set up by the State Association to provide comprehensive coverage.

Unless some such step is taken by all state associations, the "cream" may be "skimmed" by companies offering the cut-rate policy, while leaving the activities with heavy injury incidence for state association coverage. In the long run, schoolmen will do well to think twice before destroying the machinery which has been set up for their protection.

Association Publications. With every passing year, the state association handbooks and bulletins are becoming more attractive and useful. Some of the outstanding features of these handbooks follow:

Minnesota—one edition is made up with an imitation leather cover with the name of the recipient printed on the cover. The handbook is widely distributed to schools, officers of boards of education, and other influential figures in the state.

South Carolina's "Blue Book" represents the first edition to be published by the newly elected executive secretary, Lawrence B. Graves. It includes the constitution and by-laws and also outlines the method of determining ties in football games involving a play-off.

Wisconsin's yearbook is the largest of all. A special edition contains a bound set of all the monthly bulletins for the past year, as well as a list of member schools, by-laws, records for tournaments and meets during the year, and a complete listing of injury data as provided by the athletic injury benefit plan.

Washington's handbook is pocket sized and contains a list of member schools, regulations concerning meets, a system of classification based on composite data concerning weight, height, and age, and a section devoted to questions and answers on interpretation of eligibility and contest rules.

Football-Baseball Questionnaires. To provide an opportunity for all baseball men to express opinions concerning rules matters, a baseball questionnaire was circulated during the latter part of September. The results were used by the National Baseball Committee in their deliberations concerning the baseball rules publications for 1955. (The NBC met in Chicago on October 18-19.)

The 1955 Baseball Rules and Case Books will be available early in January. A two-part baseball examination set will be ready at about the same time.

The annual football questionnaire is being widely circulated. The results will be used by the National Football Committee when it meets in New Orleans on January 6, 7.

H. V. PORTER

Ensolite

Absorbs 100 Times More Shock Than Any Other Padding Material Made

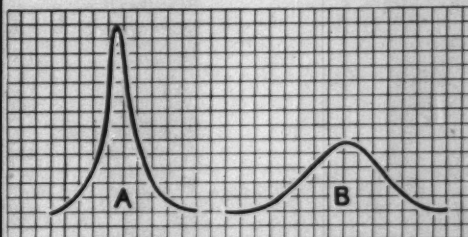
... New miracle cellular plastic material actually prevents athletic injuries!

GYM MATS
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WRESTLING MATS
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give your athletes maximum protection with

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HERE'S PROOF THAT ENSOLITE ABSORBS IMPACT
SHOCK TEST GRAPH SHOWING ACTUAL
ELECTRONIC OSCILLOGRAPH TRACES



A. Outdated Padding Material. Note suddenness of shock transmission, high impact level, plus dangerously sharp rebound.

B. New Ensolite. Proof of Ensolite's great shock absorbent power: lower peak, gentler slopes, and amazingly low rebound protection.

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NOW IT'S AUDIO HAILER for long-range hailing with the POWER and CLARITY you need to be HEARD and UNDERSTOOD above noise and wind at great distances. Rugged, weatherproof, quality construction by AUDIO—originators of the Power Megaphone, suppliers to the U. S. Navy. FREE literature.

- ONE Self-contained UNIT...NO CABLES! LIGHTWEIGHT...ONE-HAND OPERATION.
- 16 TIMES MORE POWERFUL THAN ANY OTHER PORTABLE POWER MEGAPHONE!
- EXCLUSIVE! VACUUM-TUBE AMPLIFICATION.
- LONG BATTERY LIFE: OVER 5,000 TEN-SECOND MESSAGES!

DEALER
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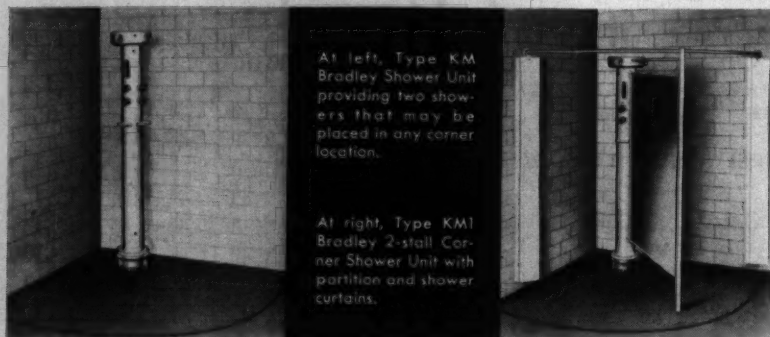
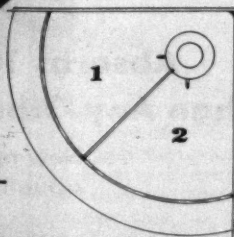


AUDIO EQUIPMENT CO., INC.—GREAT NECK, N. Y.

Put SHOWERS in Wasted Corners!

You can utilize corner spaces ordinarily wasted. Bradley 2-Stall Corner

Showers provide modern facilities—easy to add to present shower capacity.



At left, Type KM Bradley Shower Unit providing two showers that may be placed in any corner location.

At right, Type KM1 Bradley 2-stall Corner Shower Unit with partition and shower curtains.

BRADLEY CORNER SHOWERS

Two-in-One Unit

In addition to the line of Bradley Showers of 3- and 5-stall capacities, the new 2-stall Corner Shower Unit fits wasted corner spaces.

As with other models, this Corner Shower is easy to install, being shipped partially assembled—saves on piping connections, and space. One set of piping connections—hot and cold water, and drain—serves the two stalls.

They are offered with or without partitions, and with or without receptors to meet your needs. Transform wasted corner space to shower space this economical way. Write today for new Pamphlet CS-1050. BRADLEY WASHFOUNTAIN CO., 2281 West Michigan Street, Milwaukee 1, Wisconsin.

BRADLEY
Multi-stall showers

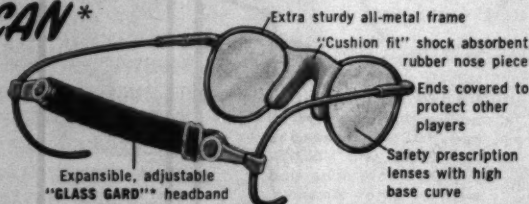
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LABORATORIES
IN LEADING UPPER MIDWEST CITIES

*Pat. Pend.

Executive Offices - Minneapolis, Minn.

"Here Below"

(Continued from page 5)

signed to bewitch, bother, and blast the quarterback. With a couple of 230-pound ends ramming into him on every play, that poor qb isn't going to stay healthy very long. And even if he somehow survives the beating, he's going to lose both his poise and his appetite for that essential keep-lateral option play.

Sounds logical, doesn't it? It made us wonder how Oklahoma, Maryland, Notre Dame, and the other Split T brewers have been getting away with their concoctions for so long. So we began training our Zoomar optics on every Split T team within subway, TV, and movie range. During the past month, we saw Oklahoma vs. California, Iowa against Michigan State, and Notre Dame against Purdue and Pittsburgh.

What we saw convinced us that the anti-Split T'ers are merely indulging in a paper theory. That stuff about big linemen pouring through gaps and big ends crashing into sliding qbs is just wishful thinking.

The Split T—at least as exemplified by the aforementioned teams—practically explodes in your face. And the speed with which the linemen and backs get away makes it impossible for the defense to crash. You might contain the offensive charge, but you just can't over-run it.

The Split T moves so fast that most of the ball-handling is executed right on the line of scrimmage. And when the qb slides out on his option play, he gets out there so fast that the defensive end hardly has time to crash him.

In short, Operation Murder is as deadly as a mother-in-law joke—but only on paper.

It's interesting to note, by the way, that practically all the good teams are using split lines—with the spacing conforming closely to Split T specifications. This is particularly true of the pros, even though their affection for the Split T remains as warm as a pawnbroker's smile.

THAT Indian massacre in the World Series may have surprised a lot of people. But not us. Soon as we heard that the Series was being filmed, we knew the Giants couldn't lose. Who ever saw a movie in which the Indians won?

LOCKER BASKETS AND SPACE SAVING UNIFORM HANGERS



All steel wire welded construction. Clean, bright, corrosion resistant finish. Available in sizes to meet your locker room needs. Write for descriptive literature.

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WIRE FORM CORP.**
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jayfro BASKETBALL

**STEEL
CHAIN
NETS**

The Only Net
GUARANTEED
for 3 YEARS!

Outdoors or indoors • Send for Free Catalog
JAYFRO ATHLETIC SUPPLY CO.
Dept. S, Box 1065, NEW LONDON, CONN.

NEW AND IMPROVED RYAN'S H. & R. DRY LINE MARKERS



BETTER THAN EVER
FOR ALL SEASONAL SPORTS

★ Force Feed —
Instant Shutoff —
100 lbs. capacity.

★ Easy to fill and
operate.

★ No Brushes or
Screens to clog.

SAVES TIME AND
MATERIAL

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H. & R. MFG. CO., LOS ANGELES 34, CALIF.

Revolutionary Safety Engineered

Gym Master TRAMPOLIN

- No Hazardous Understructure • Large Size
- Folds Quicker, More Compactly on Wheels
- Nylon Web Bed for Longer Lasting Superior Performance

Featuring
COVERALL PADS
• Covers Springs and
Frame

• Unique Feature
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Pads and Parts Available
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MASTER COUPON

To obtain free literature and sample goods, carefully check items desired and mail coupon directly to Scholastic Coach, Advertising Department, 33 West 42 St., New York 36, N. Y.

Numbers in parenthesis denote page on which the advertisement may be found. Please check the items personally, and to be sure of getting the types of service or information you desire, refer back to the advertisement before checking the listing.

AALCO MFG. (54)

- ☐ Catalog of Complete Line of Outdoor Basketball Equip.

AIR-PAD & BRACE (51)

- Information on Pneumatic
- ☐ Thigh Protector
- ☐ Ankle Supporter.
- ☐ Shoulder Shock Cushion
- ☐ Knee Brace

ALCOHOL EDUCATION (31-34)

- ☐ Additional Copies of Coaches' Poster

ALL-AMERICAN SCORE-BOARD (47)

- ☐ Catalog of Football Basketball, Baseball Scoreboards

AMERICAN WIRE (63)

- ☐ Folder on Locker Baskets and Uniform Hanger

ATLAS ATHLETIC EQUIP. (59)

- ☐ Catalog of Gym Mats, Tackling and Blocking Dummies, and Wall Pads

AUDIO EQUIPMENT (61)

- ☐ Literature on Power Megaphone

BECTON, DICKINSON (37)

- ☐ Coaches Manual on Prevention and Treatment of Athletic Injuries

BENSON OPTICAL (62)

- ☐ Information on Safety Prescription Glasses

BERLIN CHAPMAN (14)

- ☐ Complete details on Ez-A-Way Bleachers

BIKE WEB (29)

- ☐ Coaches and Trainers Handbook

BRADLEY WASHFTN. (62)

- ☐ Catalog on Multi-Stall Showers and Wash-fountains

BRISTOL-MYERS (49)

- ☐ Information on Minit-Rub

BROWN, M. D. (55)

- ☐ Literature on Basketball Timers and Scoreboards

CHAMPION KNITWEAR (23)

- ☐ Literature on Basketball Uniforms and Warm-Ups

CORTLAND RACKET (44)

- ☐ "Tennis Tactics" Book
- ☐ Badminton Book
- How many _____

CRAMER CHEMICAL (30)

- ☐ Information on Training Supplies and Textbooks

CYCLOTHERAPY (39)

- ☐ Handbook on Motorized Deep Massaging Device

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DUCOMMUN, M. (60)

- ☐ Catalog on Stop Watches

FAIR PLAY (60)

- ☐ Catalog on Electric Scoreboards

FENNER-HAMILTON (63)

- ☐ Literature on Gym Master Trampoline

GENERAL SPORTCRAFT (2)

- ☐ Official Game Rules Booklet

- ☐ Rules Booklets for Badminton, Deck Tennis, Shuffleboard, Table Tennis, Bat Tennis

GRISWOLD, LARRY (52)

- ☐ Information on Trampoline Bed and Trampoline Manual

H. & R. MFG. (63)

- ☐ Booklet on Dry Line Markers

HAND KNIT (38)

- ☐ Information on Wigwam Socks

HARVARD TABLE TENNIS (18)

- ☐ Table Tennis Teacher
- ☐ Table Tennis Tournament Charts

HILLYARD CHEMICAL (27)

- ☐ Booklet, "How to Plan Your Gym for Favorite Sports Activities"
- ☐ Information on "Trophy" Gym Finish

HOOD RUBBER & B. F. GOODRICH (35)

- ☐ Booklet, "Basketball Hints"

HUNTINGTON LABS. (21)

- ☐ Basketball Coaches Digest (Free to coaches, 50¢ to others)

HUSSEY MFG. (53)

- ☐ Illustrated Seating Catalog

IMPERIAL KNITTING (57)

- ☐ Information on Official Award Sweaters

JAYFRO ATH. SUPPLY (63)

- ☐ Catalog of Basketball Steel Chain Nets

JOHNSON & JOHNSON (19)

- ☐ Information on Complete Line of V Front Supporters

LEAVITT BLEACHER (51)

- ☐ Catalog of Complete Line of Bleachers

McKESSON & ROBBINS (17)

- ☐ Samples of Octofon for Athlete's Foot

MAPLE FLOORING (1)

- ☐ Floor Finishes Folder and File Textbook Folder

MASTER LOCK (46)

- ☐ Information on Combination Padlocks

SEE PAGE 64 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

Basketball Prescription Glasses

\$21.75

PRECISION BUILT • SHOCK RESISTING
CASE-HARDENED

Allow 4-5 days

Forward prescription, check or money order to: **Free Brochure on request**
PRECISION ATHLETIC GOGGLE CO., ROCHELLE, ILLINOIS



LENSES are produced from Bausch & Lomb glass and hardened to meet U. S. Gov't safety specifications. Give size of present lenses when ordering.

FRAME is of non-corrosive white metal with elastic headband; regular temples for baseball and Officials.

MASTER COUPON

(See page 63 for other listings)
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- ☐ Information on Scotch Plastic Tape Floor Marker
- ☐ Information on Little Kid Basketball

MISHAWAKA RUBBER (41)

- ☐ Basketball Scouting Book

MOHAWK VALLEY SPORTS (52)

- ☐ Information on Rebound Basket and Dribbling Blinder

NADEN & SONS (56)

- Electric Scoreboards and Timers
- ☐ Baseball Catalog
- ☐ Basketball Catalog
- ☐ Football Catalog

NATIONAL SPORTS (56)

- ☐ Price Circular on Jim-Flex Gym Mats

NISSEN TRAMPOLINE (45)

- ☐ Literature on Trampolines
- ☐ Booklet, "Tips on Trampolining"

NURRE COS. (24)

- ☐ Booklet on All-Glass Banks

O-C MFG. CO. (42)

- ☐ Information on O-C Knee Brace and V-Front Athletic Supporters

OCEAN POOL (42)

- ☐ Catalog of Complete Line of Diving Boards and Racing Trunks

PHARMA-CRAFT (49)

- ☐ Information on Ting for Athlete's Foot Control

PRECISION GOGGLES (64)

- ☐ Brochure on Non-Shattering Football Prescription Goggles and Basketball Prescription Glasses

PROTECTIVE EQUIPMENT (61)

- ☐ Information on Ensolite Gym, Wrestling and Boxing Mats, Wall Padding

RAWLINGS (3)

- ☐ Catalog of Basketball Equipment

REEVES STEEL (58)

- ☐ Information on Steel Bleachers and Grandstands

REMINGTON ARMS (43)

- ☐ Information on Rifle Shooting, Target Rifles and Match Ammunition

RIDDELL, JOHN T.

(Inside Front Cover)

- ☐ Booklet and Catalog, "The Story of Quality Athletic Shoe Construction"

ROBBINS FLOORING (53)

- ☐ Information on Ironbound Continuous Strip Maple Gym Floors

SAFE-PLAY GOGGLE (58)

- ☐ Brochure on Basketball Glasses and Football Goggles

SAND KNITTING (55)

- ☐ Complete Catalog of Athletic Equipment

SKINNER & SONS (4)

- ☐ Information on Skinner Fabrics

SNYDER TANK (57)

- ☐ Information on Steel Bleachers

SPORTSMAN (59)

- ☐ Information on Magnetic Basketball Board

STEWART IRON (40)

- ☐ Catalog of Fences, Baseball Backstops, Wire Mesh Partitions, Railings, etc.

WHITEHALL MEDICAL (47)

- ☐ Information on Hydrotherapy Equipment

WILSON SPT. GOODS (6)

- ☐ Catalog

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

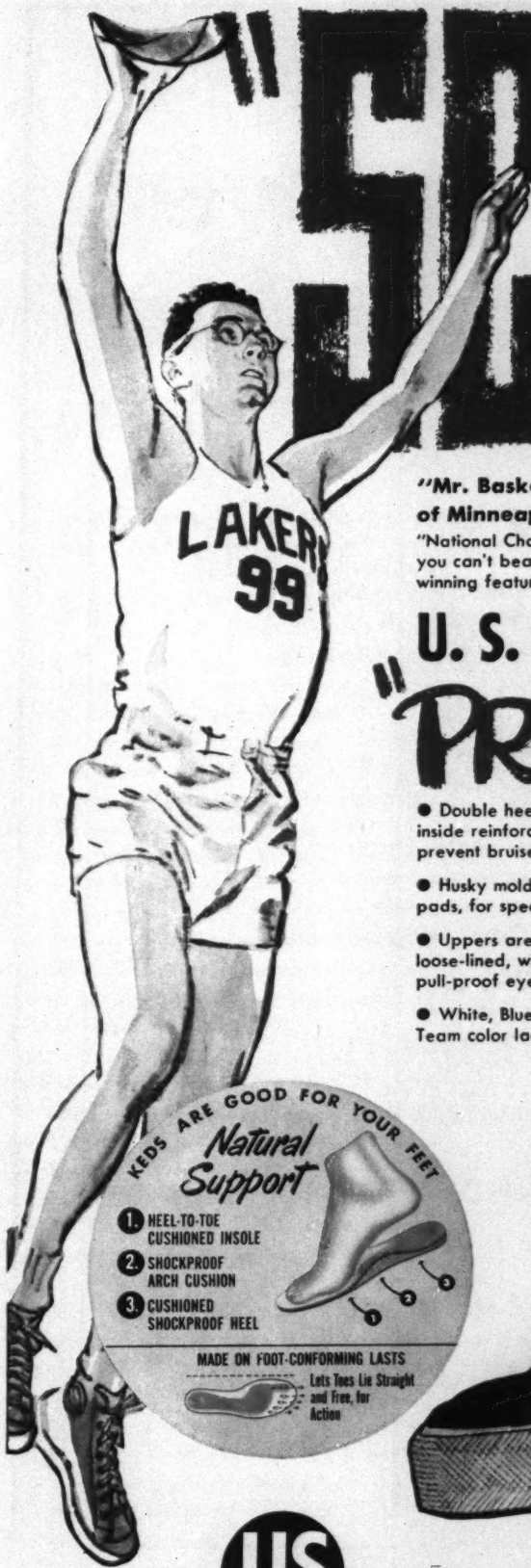
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CITY _____ ZONE _____ STATE _____

No coupon honored unless position is stated November, 1954

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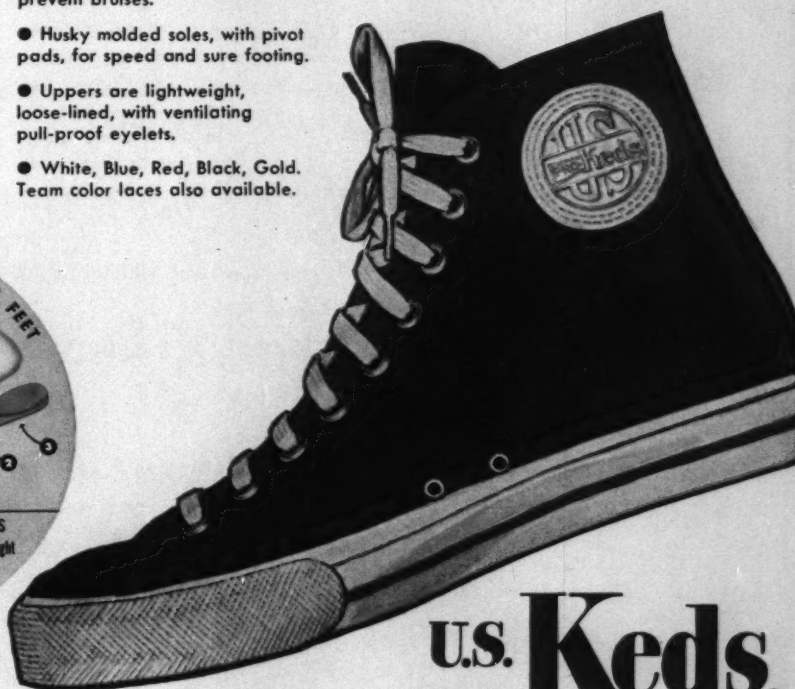
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